THE WAY WE WERE: VOICES OF THREE AFRICAN AMERICAN FEMALE TEACHERS BEFORE, DURING, AND AFTER DESEGREGATION IN A SOUTHERN RURAL DISTRICT

Dissertation

by

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ABSTRACT

Limited research addresses African American teachers' perspectives of race and diversity in rural educational settings or in schools dominated by students of color in rural school communities. The purpose of this study was to examine the experiences of three African American female teachers in a southern rural school district related to their stories and perceptions of teaching before, during, and after desegregation, the characteristics of resiliency and self-determination, and the validation and elaboration of an emerging research model. For this study, African American teachers' voices and experiences were investigated through the lens of resiliency and self-determination theories. Resiliency theory is constructed by the following characteristics – religion, flexible locus of control, optimistic bias, autonomy, commitment, change, positive relationship, education, and efficacy. Self-determination characteristics include autonomous functioning, self-regulation, psychological empowerment and self-realization.

This narrative and oral history inquiry technique provided and shared evidence of the lived experiences of three African American female educators whose voices told their stories and their perceptions of resilience and self-determination in multicultural learning environments before, during and after desegregation. Three African American female teachers from a rural Texas school district participated in the study. A 37-interview question protocol was modified from the two original studies was used to answer the following three research questions. Interview data was transcribed and triangulated from the three individual interview sessions with the participants. Cross-

case analysis was used to compare and contrast the individual participants' cases that was grounded and authenticated in the context of the resiliency and self-determination theoretical frameworks.

The findings from this study confirmed research findings and results from the previous studies that indicated several factors linked to teacher resiliency could be generalizable to a larger population of elementary teachers. Therefore, research findings indicated similarities in the previous research studies as well as new constructs that correlate with the research literature on self-determination as a factor that contribute to teacher retention and career longevity. An emerging Theoretical Model of a Holistic Approach to Adaptation and a Unified Sense of Self was results of the data. The study suggested that this model could assist in educational learning environments for the recruitment, training, and retention of teachers as well as model for parents and teachers to imitate resilience and self-determination themes as a coping mechanism for life's challenges.

DEDICATION

Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all.

(2 Corinthians 4:16-17)

I dedicate this dissertation to my wonderful and exceptional children, Chimya Johnson and Chelsea Johnson Miller, my dearest and devoted friend, Carmen M. Figueroa, my loving mother, Z. Delores Tate and my darling sister, Monica Harrison, and a host of very close friends and confidants, for their continuous love and support during this entire journey. The past few years have taken me away from family time, many holidays, and several momentous events. Without their love, understanding, patience, and encouragement, I would not have been able to embark and complete this adventure.

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By challenging myself, I learned to delve deep into aspects of education that far exceeded my prior experience and knowledge in the public school system. For this, I would like to thank my committee chair, Dr. Beverly J. Irby, my committee co-chair, Dr. Mario S. Torres, and my committee members, Dr. Fred Nafukho, Dr. Rafael Alecio-Lara, for their attendance, guidance and support throughout the course of this research. As my dissertation research unfolded, my committee chair and mentor, Dr. Beverly Irby

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Thanks all mighty to God. I am most grateful to Him for my ability to be resilient and to have self-determination. It was through God's grace and prayers that I was given a family that supported my efforts to reach this terminal degree. It was through this daily devotion that I was able to persevere and to remain focus. The devotion reads:

> Stay calmly conscious of Me today, no matter what. Remember that I go before you as well as with you into the day. Nothing takes Me by surprise. I will not allow circumstances to overwhelm you, so long as you look to Me. I will help you cope with whatever the moment presents. Collaborating with Me brings *blessings that far outweigh all your troubles*. Awareness of My Presence contains Joy that can endure all eventualities.
>
> (Sarah Young, *Jesus Calling*, p. 185)

TABLE OF CONTENTS

Page

LIST OF FIGURES

Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

The decision of the landmark case of *Plessy v. Ferguson* (1896) provided the racial division between Anglo Americans and African Americans that was stressed by the justices as "reasonable" in requiring separate accommodations in all situations (Jackson, 2008, p. 439). White and African American students were educated in separate schools and this created the practice of legally reinforced dual and unequal educational systems (Foster, 1989). The *Plessy v. Ferguson* (1896) decision put legal separation and inequality into motion for African American citizens. This decision made an enormous impact on social, financial, educational, and political decisions all over the country (Minter, 1996). The devastating effects of one political decision had an impact the educational equality and sustainability of education for African American students.

More recently, the *Brown v. The Board of Education of Topeka, Kansas* (1954) legal Supreme Court decided the case, and this ruling overturned the *Plessy* case and outlawed segregated public educational learning environments. The landmark *Brown* case involved challenges by African American students in Kansas, South Carolina, Virginia, and Delaware to these states which required racially segregated public schools. Each group of students from their respective state argued that the federal district court's laws violated the Equal Protection Clause of the Fourteenth Amendment. Each state's federal court adhered to the "separate but equal" doctrine and held that as long as the facilities for Blacks were equal to those of White, the state and schools could uphold segregation. In its ruling, the U.S. Supreme Court granted certiorari (*Brown*, 1954).

Granting certiorari means that at least four of the Supreme Court justices have determined that the described circumstances presented in the petition are sufficient to warrant review by the court. Thus, the "separate but equal" doctrine was rejected as inapplicable to public education that had been advanced by *Plessy v. Ferguson* (1896). The decision was strictly applied only to public schools; but, it was implied that segregation was not permissible in other public facilities.

The *Brown* ruling has been celebrated and discussed in many publications that were dedicated to developments in the educational system to improve educational quality for students within schools without regard to their race, religion, national origin, or color. Specifically, the most recent research has focused on the benefits and challenges faced by educational systems after the *Brown* ruling. Some of the research has examined the impact of the Court's decision on student achievement and on society as a whole. After the *Brown* (1954) ruling, African American teachers were unsure of their future in education (Ramsey, 2005). More so, limited research has been conducted pertaining to African American female teachers' perspectives of race and diversity in educational settings or in schools dominated by students of color in rural school communities, particularly prior to and after the *Brown* ruling (Foster, 1997; Polidore, 2004; Standish, 2006; Taylor, 2009).

Previous studies have been concentrated on the impact of diversity on teachers' practice in urban and suburban educational settings dominated by students of color, in particular, by African American students (Andrews & Morefield 1991; Gutierrez & Rogoff, 2003). Unfortunately, the impact of diversity on teachers' practice in rural

educational contexts including African American teachers and students has not been thoroughly examined in current research (Beltman, Mansfield, & Price, 2011; Brunetti, 2006; Castro, Kelly, & Shih, 2010; Walker, 2001). In this dissertation, I argued why this should not be the case. The purpose of my research was to examine African American female teachers' experiences and perspectives before, during, and after the policy implementation of desegregation in a rural educational setting.

Desegregation

As society continues to struggle with adversities in the educational system, stakeholders may tend to ignore that over 50 years ago, legally, there were two separate and unequal educational systems in the United States. Adversities in both systems included inequitable and unequal facilities and funding, overcrowded classrooms, and overagedness of students. School districts were maintaining separate facilities and funding for Anglo American and African American students, which were unequal and inequitable (Farley, 1975). Most of these adversities were to be remedied through legal remedies and policy implementation. From the policy implementation of the passages of the Elementary and Secondary Act (ESEA) in 1965, millions of dollars were provided directly to schools across the country to help economically disadvantaged children (Jackson, 2008). Through legal remedies or battles, such as the historic *Brown v. the Board of Education of Topeka* (1954), decisions have had a great impact on the desegregation and integration of schools all over the country. *Cummings v. County Richmond Board of Education* (1899) and *Gong Lum v. Rice* (1927) validated the "separate but equal" doctrine and the doctrine was not challenged in each of the cases.

At the graduate school level, *Missouri ex rel. Gaines v. Canada* (1938), *Siquel v. Oklahoma* (1948), *Sweatt v. Painter* (1948), and *McLaurin v. Oklahoma* (1950) were cases that did not reexamine the "separate but equal" doctrine to grant relief to the African American plaintiffs. In each of the cases, inequality was the extenuating factor in which specific benefits that were enjoyed by White students were denied by African American students who had the same educational qualifications. Once again, these cases argued that the *Plessy v. Ferguson* (1896) decision should be held inapplicable, particularly in public education as long as the school involved had been equalized or were being equalized. After the Supreme Court case decision of *Swann*, integration in the South became a pivotal move towards racial balance (*Swann v. Charlotte-Mecklenburg*, 1971). Large-scale busing and racial composition ratios for students were implemented to abolish the two separate and unequal educational systems (Farley, 1975; Wells, Holme, Atanda & Revilla, 2005). In *Green v. New Kent County* (1968), the Supreme Court ruled that freedom of choice plans were acceptable only if the plans actually integrated schools. The Freedom of Choice plans presented were to merge all faculty and students into one school system and to eliminate separate White and Black schools. Freedom of Choice plans became a widely acceptable adoption, which called for the integration of teachers and the closing of small and inadequate African American schools (Jackson, 1978; Orfield, 1961). In *Keyes v. Denver, Colorado School Disrict* (1973), the case was argued and the lower courts determined policies that impacted students in the predominately African American school district. The case also concluded that there was a dual system which led to the distinction between de facto and de jure

desegregation (Patterson, 2001). The *Milliken v. Bradley* (1974) found that de jure segregation would be used to achieve integration in Detroit schools. As a result, campaigns were put into place to recruit African American teachers and to treat them equitably (Farley, 1975).

De Jure Segregation

Segregation is defined as the placement of students into schools that are predominately separated by the race of students either predominately Anglo American or predominately African American (Fischbach, Rhee, & Cacace, 2008). By the late 1960s, the events surrounding the *Brown* verdict led to the desegregation of public schools across the country, including those in Texas. School desegregation has often been considered a great achievement in U.S. education and school history because it signaled an end to legalized racial segregation and separation in public schools (Horsford & McKenzie, 2008).

Desegregation is defined as the government-sponsored removal of segregation. One other important event of the 1960s and as a result of the *Brown* verdict was of the landmark decision of social justice and the indication of the limitations of court-led social reform for African Americans in the South (Farley, 1975; Fischbach, Rhee, & Cacace, 2008; Walker, 2000). De jure segregation is defined as the official causes or official law or policies that result in segregation (Fischbach et al., 2008). The Supreme Court tried to remedy desegregation after examining the consequences and effects of de jure segregation and racial balancing (*Parents Involved, 2007*). Researchers have described racial balancing as the racial composition of schools and classrooms relative to

the proportion of Black student population and the percentage of Black that fall within approximately 15% of the school's percentage of Black student enrollment (Bell, 1976; Brown, 1992; Clarke & Surkis, 1968; Mickelson, 2001). Brown (1992) indicated that:

> the effects de jure segregated public schools are inculcating a belief — the inferiority of African-Americans — to students that is inconsistent with the values enshrined by the Constitution. The remedial purpose for the inculcation of 'the invidious value' should be directed towards its elimination. Consequently, the primary beneficiary of these remedies is either the socializing process of public schools or all public school students, not only African-American school children. (pp. 5-6)

Brown (1992) contended that the Court's ideological framework regarding the socializing process of students was based on the "assumption that racial isolation retarded the intellectual and psychological development of only African-Americans. Thus, the purpose of de jure segregation remedies is to rectify some manifested deficiency of African-American students" (Brown, 1992, p. 6). Desegregation of public schools as a remedy was considered the most efficient strategy to cure the harms of de jure segregation. Nonetheless, research into the harms of segregation and desegregation has been centered on the best interests of values in the American schooling system. Generally, African American schooling has been depicted as inferior because of inadequate facilities, poor teacher quality, and teacher-pupil conflicts (Foster, 1990a, 1990b; Walker, 2000). The implementation of desegregation plans and its impact on teachers, students, and communities has stimulated both policy and literature interest.

Questions have been raised about the experiences of teachers, particularly, African American teachers and the value of teaching and learning within segregated and desegregated schools. Most studies in the field have focused on archival sources or quantitative surveys that may not capture the true picture of the events that took place (Walker, 2000). Recently, researchers have shown some increased interest in school policy initiatives including desegregation and events related to teacher retention and career longevity. As an unforeseen consequence of school desegregation, several Black teachers and administrators lost their jobs and were not assigned as educators in the integrated predominately White campus (Jackson, 2008). Accordingly, Lash and Ratcliffe (2014) report that *Brown v. Board of Education* (1954) court-ordered decision is believed to have contributed to the decline of African American teachers in public schools. This decrease in the number of African American teachers does not seem to be changing any time soon (Lash & Ratcliffe, 2014; Page & Page, 1991; Polidore, 2004). This decrease since the late 1970s has shown little sign of reversing. The number of African American teachers has shown a steady decline between 1970 and 1986 (Ingersoll & May, 2011; National Education Association, 1987).

There has been a revitalization of interested to understand African American teacher shortages by not only examining teacher supply for recruitment, but also examining what happens after teachers are hired (Ingersoll & May, 2011). One of the developing reasons that there has been increased attention to teacher retention is the most recent focus on the elevated proportion of teachers who are leaving the profession within the first 5 years of their career (Beltman, Mansfield, & Price, 2011; Castro, Kelly,

& Shih, 2010; Le Conru, 2009; Mansfield, Beltman, & Price, 2012). The impact of desegregation has continued to have long lasting effects on the public education systems from the time of slavery through the era of legal segregation and continues at some level, today (Jackson, 2008). In this study, I sought to provide and share evidence from the lived experiences and the voices of African American female teachers before, during, and after desegregation in a southern rural school district. The examination of research described how three African American female teachers remained in their teaching career during this time period in which the teaching skills of African Americans was depicted as inadequate (Horsford & McKenzie, 2008). Career longevity and teacher retention in this context have not been examined to explain how resiliency and self-determination are critical factors allowing teachers to remain in the profession. My research explained the findings of two previous studies (e.g., Polidore, 2004; Taylor, 2009), which examined African American teachers' experiences after segregation and the impact of their experiences on career longevity and retention.

For my study, African American teachers' voices and experiences were investigated through the lens of Polidore's (2004) resiliency theory and Deci and Ryan's (2002) self-determination theory. Polidore's resiliency theory is constructed by the following characteristics – religion, flexible locus of control, optimistic bias, autonomy, commitment, change, positive relationships and education. My explanation of research considered resiliency theory and the exploration of self-determination theory, which consists of four characteristics: autonomous functioning, self-regulation, psychological empowerment and self-realization. More so, resiliency and self-determination are

increasingly relevant, yet despite being present in literature for some time (Garcia-Dia, DiNapoli, Garcia-Ona, Jakubowski & O'Flaherty, 2013; Gillespie, Chaboyer & Wallis, 2007; Judge & Bono, 2007; Malian & Nevin, 2002; Nota, Ferrari, Soresi & Wehmeyer, 2007), these integrated concepts have been under-represented in current educational research. Research for resiliency has been most prevalent in the fields of educational psychology, specifically, special education and health and health related fields. Self-determination has been examined predominately in the areas of educational psychology, human resource development, and organization management.

Teacher Resiliency and Self-determination

Resiliency is defined as "the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" (Masten, Best, & Garmezy, 1990, p. 425). Teacher resiliency is symbolized by several aspects such as, deep commitment, enjoyment of change, positive relationships, bias for optimism, morale, and spiritual support, efficacy, flexible locus of control, and control of events (Day, 2008; Polidore, 2010; Taylor, 2013). However, a deeper understanding of African American female teacher resiliency and self-determination could provide a foundation for career longevity and teacher effectiveness (Bobek, 2002; Gagne & Deci, 2005; Gu & Day, 2007; Kirby & Grissmer, 1993; Polidore, 2010; Taylor, 2013) and an understanding of resistance to change and teacher burnout (Beltman, Mansfield, & Price, 2011; Malloy & Allen, 2007; Tait, 2008).

Polidore (2004) and Taylor (2009) studied the topic of teacher resiliency with African American female teachers who served as teachers between the years of 1969-

1976. Polidore, through her research, gave voice to the experiences of African American women who taught during a critical period in America's educational system. Likewise, Taylor examined the perspectives of African American female teachers related to their teaching experiences and to the characteristics of resilience that influenced retention in a particular rural community before, during, and after desegregation.

Consequently, teacher resiliency and self-determination share similar characteristics that could impact teacher retention and career longevity. Self-determination is defined as an innate, natural, and constructive ability to develop an elaborate sense of self (Deci & Ryan, 2002). Furthermore, understanding African American female teacher resiliency and self-determination could possibly lead to further research that could assist in understanding what contributes to the career longevity of such teachers (Gu & Day, 2007; Kirby & Grissmer; 1993). In addition, self-determination is defined an expression of personal agency that exemplifies one's strengths, needs, preferences, and limitations to be able to evaluate their goals and options (Martin & Marshall, 1995). According to Eisenman and Chamberlin (2001) and Whitney-Thomas and Moloney (2001), self-determination embodies the following internal characteristics: (a) a consciousness about oneself; (b) a belief in oneself; and (c) a feeling of empowerment. Self-determination behaviors include decision-making, problem-solving, support systems, and goal setting and attainment.

Purpose of the Study

Unraveling these factors through the voices of African American teachers who experienced the adverse conditions of desegregation helped explain characteristics of

resiliency and self-determination. The purpose of this narrative study was to examine the experiences of African American female teachers in a southern rural district through (a) their stories and perceptions of teaching and to gain a deeper understanding of these experiences, (b) the characteristics of resiliency and self-determination that influenced their teaching before, during and after desegregation, and (c) the reliance largely on the methods of research findings of Polidore (2004) and Taylor (2009), and (d) the testing, validation, and elaboration of an emerging research model from the research of Polidore and Taylor. An integrated model of resiliency and self-determination in education could provide a new perspective about recruitment, selection, training, and retention of educators, particularly African American teachers.

Another purpose of my study was to rely largely on the methods of the work of Polidore (2004) and Taylor (2009) in a different school district that is rural and to provide the lived experiences of three African American female teachers before, during, and after desegregation in the specified school district. I shared African American female teachers' lived experiences which was obtained via a narrative inquiry technique as they reflected on the years preceding school desegregation, during the transition to desegregated school settings, and integrated schooling. The difference between my research and the previous studies was that the desegregation and integration process took nearly 10 years to complete. In comparison, Polidore's and Taylor's research districts implemented and completed the process within a matter of a couple of years.

Additionally, the purpose of my study was to give voice to three women who had not been heard and to contribute to literature a full appreciation and understanding of the

importance of their stories of resiliency and self-determination during this period in history. Through narrative inquiry, both resiliency and self-determination theoretical frameworks found in the research literature guided this exploration. Research and interview questions were used to serve a guide for this inquiry. Three research questions were intentionally designed based on the purpose, problem, and significance of my study. Thirty-seven interview questions were specifically developed to address teacher experiences before, during, and after desegregation centered on the constructs of resiliency and self-determination.

Theoretical Frameworks

The theoretical lenses guiding this research were built on two recent findings from two dissertation studies. First, Polidore (2004) conducted her study to explore the teaching experiences of female African American who taught before, during and after desegregation in the South. The theoretical framework of resiliency guided her exploration. Cultural themes and experiences of the educators were examined through historical biographical research to give voice and importance to African American teachers (Polidore, 2004). Resiliency themes were provided from descriptive reports detailing the participants' perceptions and activities and the literature on adult resiliency theory (2004). Results from Polidore's research yielded an emergent Theoretical Model of Adult Resilience in Education. This model was to be used with the recruitment and support for teachers.

Next, Taylor (2009), in her dissertation study, relied largely on the methods of Polidore's (2004) research by examining the perspectives of African American teachers'

teaching experiences and the characteristics of resiliency that contributed to their retention in education during the same time period. Historical, biographical research methods revealed themes that were analyzed through the participants' stories (Taylor, 2009). Taylor examined the emergent themes of resiliency through the lens of Black feminist theory. Black feminist theory was used as Taylor's foundational theoretical framework along with Polidore's resiliency theory.

My dissertation research tested, aligned findings, and clarified the prior research model that emerged from Polidore's (2004) and Taylor's (2009) research. There were two theories that were used to guide my study in understanding *how* these African American female teachers were able to be able to remain in their careers. The first was the theory of resilience (Garmezy & Masten, 1991), and the second was the theory of self-determination (Deci & Ryan, 2002).

Resiliency Theory

Resiliency is defined as the capacity to maintain one's enthusiasm and effort in the face of hardships. Resiliency and problem solving offer different perspectives of thinking when dealing with adaptation and adversities (Gu & Day, 2013; Henry & Milstein, 2004; Meister & Ahrens, 2011). Henry and Milstein (2004) indicated that in addressing students, teachers, communities and schools, problem solving focuses attention on deficits and how to repair them and why things do not work, cannot work, and will not work. Unlike problem solving, resiliency focuses attention on why things work, can work, and will work for students, teachers, communities and schools (Henry & Milstein, 2004).

Henry and Milstein (2004) shared insight as to understanding shifts in thinking, from problem solving to resiliency that could provide avenues for school improvement by identifying the reasons that resiliency could benefit schools and communities. According to Henry and Milstein, the benefits of resiliency are:

1. Resiliency is a positive approach that focuses on strengths and potentials.
2. Resiliency is an easily understood language that can be communicated and shared by everyone – students, teachers, administration staff, parents, and other community members.
3. Resiliency is a holistic framework.
4. Resiliency promotes widespread involvement.
5. Resiliency energizes and motivates participants.
6. Resiliency does not require schools and communities to discard strongly held beliefs about specific educational philosophies and programs. (p. 249)

The shift in thinking from problem solving to resiliency development compares to the shift of deficit-based thinking to strength-based thinking (Henry & Milstein, 2004; Wolin & Wolin, 1993). For the intent of my research, resiliency was used as a holistic framework and not being a requirement for schools and communities to discard traditional educational philosophies and programs. Resiliency was used as the primary focus to determine how and what factors determine resiliency for teachers. Resilient teachers handle hardships differently and may not exhibit resiliency characteristics the same as others. Resilient teachers adjust to adversities quicker and stronger than others

and use their experiences to develop new skills and to gain more confidence in the process (Gu & Day, 2013; Henry & Milstein, 2004; Meister & Ahrens, 2011). African American teacher adversities included substantially higher teacher-student ratios than did Anglo American Southern teachers, overcrowding classrooms, irregular attendance, "overagedness" (Walker, 2000, p. 260) of African American students, inequitable funding, and inadequate facilities and teaching supplies and materials. Other adversities included negative attitudes about African American education and insufficient school funding and antiquated curriculum. These adversities could help teachers to become more aware of how their actions needed to be adjusted to accommodate difficult situations (Henry & Milstein, 2004).

Gray (2004) asserted that if teachers prioritize and foster teacher resiliency there could be a positive influence on the community and students. The case could be that intended outcomes from African Americans would be to band together to create communities and opportunities for themselves by forging ahead to do the work on their own. African American teachers realized that if African American children were to be taught, it would have to be by African American teachers (Walker, 2000). Resiliency may be linked to previously defined terms of "*invincible, hardy and invulnerable"* which tend to focus on positive outcomes or qualities rather than negative issues (Waxman, Gray, & Padron, 2003, p. 9). This focus addressed a positive adaption despite any stressful experiences or adversities that could occur. Positive adaptation is obtained from the level of relative satisfaction derived from the stimulation and motivation from work. Teachers enter and stay in the field of education for different motivational reasons.

Based on Maslow's (1970) Hierarchy of Needs – belongingness, physiological, safety, self-actualization and self-esteem, self-esteem (ego) and self-actualization are deeply rooted as motivating factors in the concept of work motivation (Gray, 2004). Most of these needs are related to self-efficacy in improving student success.

According to Waxman, Padrón, and Gray (2004), even more, a little more than 14 years ago the demographic shifts in schools, the learning environment, and the country's political climate that is associated with student success, have created an environment in which educational resilience creates comprehensive implications for teachers. And while addressing specific concerns with culturally and linguistically diverse students of color, resiliency research could be strategically aligned with the goals and objectives of No Child Left Behind (NCLB) that supports closing achievement gaps between Anglo American and students of color (Waxman et al., 2004). In addition, teachers cannot control factors such as community demographics, racial composition, and family conditions; but educational practices and policies could be changed to meet the academic needs of students who are at risk (Farley, 1975; Ingersoll, 2001a; Waxman et al., 2004).

Therefore, the level of the implementation of the segregation policy in smaller districts tended to be lower than larger districts that had higher enrollment. However, the level of integration moved quicker in larger districts than in smaller districts due to readily available buildings and infrastructure (Farley, 1975). Southerners seemed to readily comply with de jure segregation on the surface making it appear as if integration was occurring swiftly and purposefully. Northerners that were dealing with de facto

segregation allowed by the *Brown* ruling that reversed the segregation ruling of *Plessy v. Ferguson* (1896) by permitting (but not requiring) school districts to maintain separate but equal facilities for African American and Anglo American students (*Brown*, 1954). This ruling reversed the separate but equal doctrine of *Plessy v. Ferguson* that legalized the then existing Jim Crow laws and *de jure* segregation in the southern states and *de facto* segregation in the northern states (Lash & Ratcliffe, 2015; Patterson, 2001). Petitions for desegregation in southern school districts used the legal decisions of *Brown* to make point that integration was the necessary tactic to benefits schools and communities.

School desegregation may be considered as an educational practice or policy that was implemented to meet the needs of students that were at risk and to provide racial balance in schools. (Farley, 1975; Jackson, 2008). Various resiliency constructs take on multiple facets to help define phenomenon. I provided a critique of the resiliency dimensions identified below and how these definitions help to provide an analysis of how resiliency impacted the participants in my research. Polidore's (2004) explanation of resiliency is how people adapt to external processes, such as their environment and the social mores of the time, otherwise termed the ecological perspective. The ecological perspective of resiliency is defined as the external influences including society, peer groups, school, or work setting, racial climate, and public policy (Walsh, 1998). The adaptation process systematically usually takes place using the following eight resiliency characteristics: religion, flexible locus of control, optimistic bias, autonomy, commitment, change, positive relationships, and education viewed as important

(Polidore, 2004, 2010; Taylor, 2009, 2013). For example, Table 1 includes the dimensions of resiliency as an evolutionary construct among various disciplines that could be used interchangeably as either a process or as capacity.

Table 1

Resiliency Definitions

Authors	Year	Definition
Garmezy & Masten	1991	Describes resilience as "a process of, or capacity for; or the outcome of successful adaptation despite challenging and threatening circumstances" p. 459.
Wolin & Wolin	1993	Acknowledges that the term resilient was adopted from earlier terms that was used to describe invulnerable, hardy and invincible which identifies suffering, pain and struggle as processes to become resilient
Wang, Haertel, & Walberg	1994	Explains resiliency as "the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought on by early traits, conditions, and experiences" p. 46.
Fraser, Richman, & Galinsky	1999	Defines resiliency as one's ability to rise above hardship and to be successful despite interaction in high-risk circumstances

Table 1 Continued

Authors	Year	Definition
Luthar, Cicchiette, & Becker	2000	Refers to "a dynamic process encompassing positive adaptation within the context of significant adversity" p 543.
Polidore	2004	Encompasses the following eight resiliency characteristics are: religion, flexible locus of control, optimistic bias, autonomy, commitment, change, positive relationships, and education viewed as important
Walsh	2006	Indicates resilience as the capacity to rebound from adversity during an active process of endurance and growth in response to challenges
Taylor	2009	Incorporates Polidore (2004) resiliency themes with efficacy

Self-determination Theory

According to Deci and Ryan (2002), self-determination theory (SDT) assumes that humans have an innate, natural and constructive tendency to develop an elaborate and unified sense of self. SDT acknowledges constructive tendency as being crucial fundamental facet of human life. However, there are certain socio-contextual factors that can support innate tendencies and there are some specific factors that can impede the basic foundational process and development of human nature (Deci & Ryan, 2002).

After decades of developmental and empirical self-determination research, there has been a historical revolution of this phenomenon characterized in three waves defined in research. Wehmeyer, Sands, Doll, and Palmer (1997) stated that the development of self-determination began with the professional wave in the early 1900s, the parental movement in the mid-1900s and the current self-advocacy wave that emerged in the 1970s. Self-determination is considered as an expression of personal agency that assists individuals in understanding one's strengths, preferences and needs sufficient enough to cognitively evaluate options and goals that help to determine a clear vision for their future. Individuals who exercise self-determination have chosen a direction for their lives and act of their own accord to attain their personal goals and aspirations. For individual preservation, self-determination includes internal characteristics such as consciousness about oneself, a genuine belief in themselves and a feeling of empowerment. Behaviors of self-determination include goal setting and attainment, decision-making, support systems and problem solving (Field, Martin, Miller, Ward, & Wehmeyer, 1998). Field et al. (1998) defined self-determination as:

> a combination of skills, knowledge, and beliefs that enables a person to engage in goal-directed, self-regulated, autonomous behavior. And understanding of one's' strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have a greater ability to take control of their lives and assume the role of successful adults in our society. (p. 2)

Wehmeyer et al. (1997) identified four principle characteristics of self-determination as:

1. Autonomous functioning or behavioral autonomy (acting according to one' preferences without external influence)
2. Self-regulation (engaging in self-management, problem-solving and goal setting and attainment)
3. Psychological empowerment (acting on the belief that one can exert control over areas that are considered important to them and that they have the necessary skills to exert control and that exercising those skills will result in a desired outcome)
4. Self-realization (acting on accurate understanding of one's strength and limitations). (p. 3)

The four principle characteristics of self-determination aligned with the dimensions of resiliency was surmised to promote an understanding of the experiences of teachers' experiences before, during and late desegregation in the rural South.

Statement of the Problem

Even though desegregation was, for the most part, implemented from 1954 until 1978, complete integration or desegregation did not occur until the later part of 1978 in some late-desegregated school systems, particularly in the targeted location of the study, a southern rural school district in Texas (Navasota Independent School District, n.d.). School districts from all over the country have either followed court order desegregation or the districts volunteered to desegregate their schools. Up until 1986, school districts such as Center 58 in Missouri were following court order desegregation policies (Qui & Hannah-Jones, 2014). In addition, school districts including Humble ISD (Texas) in

2013 continue to volunteer to desegregate their schools (Qui & Hannah-Jones, 2014). Other districts in states such as Alabama, California, Colorado, Delaware, Georgia, Illinois, Indiana, Louisiana, Kansas, Kentucky, Massachusetts, Michigan, Missouri, New Hampshire, New York, North Dakota, Ohio, Oregon, Pennsylvania, Utah, and Washington have volunteered to desegregate their school districts as recently as 2014 (Qui & Hannah-Jones, 2014). These dates were problematic, because new schools had to be funded, designed, and built to complete the integration of the Black and the White schools. Researchers have indicated that the building of new schools was a stalling tactic to delay desegregation (Ahearn, 1973). In addition, considering the ages of my prospective participants, time was of importance and presented a sense of urgency to complete my research.

Most of the participants were teachers during the late 1960s until the early 1980s. Therefore, my participants' ages ranged from 70 to 80 years old and the length of their teaching careers depended on when they started their careers in education. it is important to share similar studies of stories that contribute to literature because the teachers who taught during this historical time period may not live long enough to tell about their experiences. In addition, there is a lack of information on African American female teachers' experiences in rural school contexts before, during, and after desegregation (Walker, 2000; Wells, Holme, Atanda, & Revilla, 2005). Therefore, I investigated how to help develop resistant and strong teachers who can overcome adversities and challenges through resiliency and self-determination to remain in the profession.

Situating My Study Within Two Prior Studies' Findings

Taylor's (2009) construct of efficacy added to Polidore's (2004) theory of resilience served as an analytical generalization of resilience and was used to help recognize relevant characteristics of self-determination that then could be applied to an emerging theoretical framework (Firestone, 1993). From this recognition of the relevant characteristics of self-determination and constructs and theory of resiliency, there may be an emergence of a new theory by integrating of resiliency and self-determination as a way of understanding of the stories and experiences shared from the African American teachers. During the research replication process, I was able to align the findings from two previous research studies' outcomes of resilience that later incorporated the findings from my research of resiliency and self-determination to help create a template for comparison and further development of a theoretical framework. Resiliency was the theoretical framework for the research of both Polidore and Taylor, which examined African American teachers' experiences before, during, and after segregation. I relied largely on the methods of both Polidore's and Taylor's research and added self-determination theory as a comparative perspective of my participants' experiences before, during, and after segregation. More so, the development of an integrated theoretical model provided an overlay of self-determination and resiliency theoretical concepts which revealed a clearer explanation between the similarities and differences of these two theories in relation to African American teacher retention and career longevity.

Polidore (2004) inquired of three informants and depicted the in-depth experiences of teachers who taught before, during, and after desegregation in the rural

south. Each African American teacher described her own unique experiences and perceptions. Consequently, the teachers' experiences and perceptions were collected, analyzed, triangulated, and formed a theoretical model of adult resilience in education. The model revealed seven themes from the literature and one theme that emerged through naturalistic inquiry. The naturalist inquiry method provides an in-depth account of the perceptions and activities shared by each of the participants in Polidore's research. A descriptive report using the actual words from each participant provided authenticity to the reporting while allowing opportunities for outside interpretation in Polidore's research. The resiliency themes of teachers were deeply committed, enjoy change, bias for optimism, flexible locus of control, ability to control events, moral and spiritual support, positive relationships, and education viewed as important.

Taylor (2009) was built on Polidore's (2004) research. Her findings identified one additional theme to those included in Polidore's Resilience Theory. The additional theme of efficacy was pervasive throughout the narratives of the four African American female teachers in Taylor's study and was not identified in Polidore's research. Both studies' findings confirmed that the African American teachers' experiences were constructs of the resilience themes as identified in Polidore's Resilience Theory Model.

Previous findings and results from the considered studies indicated that several factors linked to teacher resiliency could be generalizable to a larger population of elementary teachers (Day, 2008; Polidore, 2010; Taylor, 2013). Therefore, Polidore's (2004) and Taylor's (2009) research findings indicated similarities in the previous

research studies as well as new constructs that were aligned with the research literature on self-determination as a factor that contribute to teacher retention and career longevity.

Significance of the Study

The significance of this study was that as a deeper understanding of African American female teacher resiliency and self-determination evolved, valuable lessons for today's African American female teachers may emerge. So far, there has been little discussion about the importance of resiliency and/or self-determination on career longevity and teacher retention. The results of this study could contribute to the profession as well as scholarly literature and as a resource to be used to develop models that enhance the recruitment and retention of African American teachers. Finally, by gaining a deeper understanding of African American female teacher resiliency and self-determination, universities, public schools, and local and state policy makers may be able to create appropriate professional development and teacher training that support and maintain African American teachers' professional and personal growth and their retention.

Limitations and Delimitations of the Study

This study might be limited by my constraints to substantiate all stakeholders' perspectives of the impact of the 1964 Freedom of Choice Plan in Navasota Independent School District that was put into effect to end racially segregated schools. The Public Information Education Management System (PEIMS) did not exist in Texas during the entire time period defined in my study. My access to pertinent information such as

student demographic and academic performance, personnel, and finances may not be verified with my participants' testimonies.

Also, this study may be delimited to the convenience study and life experiences of only three African American female teachers who may have taught in public schools in only one rural school district before, during, and after desegregation in the South. The sample size was limited due to the in-depth nature of a narrative inquiry approach. At the present time, the three African American teachers selected for the study were some of the few teachers still in the area and available for data collection purposes. The time frame in which the African American female teachers emphasized their teaching experiences was between the years of 1964 and present, with primary focus on the years of 1963 through 1980. These years were of focus because it signified the beginning and the end of segregation of the public schools in Navasota, Texas. Also, this time frame emphasized the teaching experiences of the three African American female teachers before, during, and after desegregation. The challenges and adversities of today's classroom teachers might vastly differ than the challenges and adversities endured by these African American teachers from this study. More so, this time frame provided context for the historical events that was associated with education during this time period.

Assumptions of the Study

The intent was not be to make any generalizations to the larger population of teachers, but to provide rich context and data based on the understandings of the thoughts, perceptions and potential remedies that influenced resiliency and self-

determination of African American teachers. This research study included the following assumptions:

1. Each participant responded truthfully and thoughtfully to the questions during the interviews and focus group opportunities.
2. Each participant's responses included the most relevant experiences and observations during their teaching experiences prior to 1980 and until the present day during their educational profession.
3. There was at least one characteristics of resilience to add to the existing model of resilience in education.
4. There was at least one characteristic of self-determination theme to emerge from each participant's testimony and interview.

Definition of Terms

The following concepts are defined to ensure uniformity and understanding of these terms throughout the study. I provided all definitions not accompanied by a citation.

Adversity

Adversity refers to the difficult hardships brought on due economic, social and racial climates in the rural South during transition before, during, and after desegregation (Polidore, 2004).

African American

African American can be used interchangeably with Black and refers to Americans of African descent.

Attrition

Attrition refers to teachers who exit the teaching profession, which contributes, to teacher turnover.

Autonomy

Autonomy is one of the three intrinsic needs posited in self-determination theory, which refers to the experience of volition and freedom (Deci & Ryan, 2000). Autonomous actions are those based on personal preferences and interests, free from external influence. Autonomous functioning (Wehmeyer, 1996) involves skills such as decision-making (Helwig & Kim, 1999), problem-solving and choice-making (Belz, Corsi, & Wenig, 1993; Brown, Datillo & Rusch, 1985; Williams, 1998). Although considerable overlap does exist between decision-making and choice- making, choice making is "a process of selecting between alternatives based on individual preference" (Wehmeyer et al., 1997, p. 310) whereas decision-making encompasses a broader set of skills involving identifying alternatives and consequences of actions.

Desegregation

Desegregation can be used interchangeably with integration and can mean the sharing of space among Black and White persons. The operational definition of desegregation was used in the courts in the case of *Green v. School Board of New Kent County* (1968) which achieved unitary status. Refers to a period in American history during 1954 and 1972 when public schools were mandated to comply with federal law, *Brown II* (1955), which terminated dual, unequal, and discriminatory public schools systems that were to transition into nondiscriminatory public school systems, specifically

in the South. However, for the purpose of this study, before desegregation will refer to the years from 1960 until 1969, during desegregation will refer to the years from 1970 until 1974, and after desegregation will refer to the years immediately following the 1974 -1975 school year.

Developmental Perspectives of Resilience

Developmental perspectives of resilience refers to the concept that adults develop resiliency skills and learn to cope and adapt over a period of time through multiple progressions that may vary over time rather than remain concrete as a set of fixed traits (Walsh, 2006).

Diversity

Diversity refers to the inclusion of different types of people (as people of different races or cultures) in a group or organization.

Ecological Perspective of resilience

Ecological perspective of resilience refers to the domains of external and/or environmental influences on an individual including family, school, workplace or larger social systems across an individual's life (Walsh, 2006).

Efficacy

Efficacy refers to teachers' beliefs about their competence or confidence.

External Locus of Control

External locus of control refers to an individual's perception that life's events and events that happened to them is due to reinforcements including luck, fate, the power of others, and pure chance (Liu, Zhang, Wang & Lee, 2011; Rotter, 1964; Wang,

Bowling, & Eschleman, 2010).

Flexible Locus of Control

Flexible locus of control refers to the concept that an individual has the ability to gain motivation from within (intrinsic) and externally (extrinsic) to help make adjustments in difficult situations.

Freedom of Choice Plan

Freedom of Choice Plan refers to the desegregated plan implemented in the early 1960s and in 1964 in Navasota as an effort to allow students to annually choose which school that they would prefer to attend during the desegregation transition. The plan was put into effect to end racially segregated schools.

Giving Voice

Giving voice refers to empowering individuals who have not been presented with the opportunity to share their life experiences to bring about social change (Bogdan & Biklen, 2007; Delpit, 1995).

Internal Locus of Control

Internal locus of control refers to the concept of an individual's ability to gain motivation from within (intrinsic) (Judge & Bono, 2001; Rotter, 1964).

Interpretive/Constructivist Perspective

Interpretive/constructivist perspective refers to the basic assumptions in this school of thought are that knowledge is socially constructed by people active in the research process and that researchers should try to understand the "complex world of lived experience from the point of view of those who lived it" (Schwandt, 2001, p. 118).

Integration

Integration refers to the definition desegregation.

Longevity

Longevity refers to teachers who remain in the education profession until their retirement.

Motivation

Motivation refers to the act or process of giving someone a reason for doing something.

Multicultural Education

Multicultural education refers to a field of study designed to increase educational equity for all students, which incorporates for this purpose, content, concepts, principles, theories, and paradigms from education, history, social sciences and behavioral sciences, especially, ethnic studies.

Optimistic Bias

Optimistic bias refers to an individual's propensity to see things positively even when presented with adverse situations (Seligman, 1990).

Perseverance

Perseverance refers to the quality that allows someone to continue trying to do something even though it is difficult.

Psychological Empowerment

Psychological empowerment refers to acting on the belief that one can exert control over areas that are considered important to them and that they have the necessary

skills to exert control and that exercising those skills will result in a desired outcome.

Resilience

Resilience refers to the ability of teachers to adjust and adapt to various situations, particularly, adverse situations, which increases their competence to deal with adverse conditions (Gordon & Cocscarelli, 1996; Masten et al., 1990). This also refers to a "dynamic process encompassing positive adaption within the context of significant adversity" (Luthar et al., 2000, p. 543).

Resilience Theory

Resiliency theory refers to an original model developed by Polidore (2004) that consists of eight resilience characteristics that were significant in the lives and teaching of informants in her research. The characteristics are as follows: religion, flexible locus of control, optimistic bias, commitment, autonomy, change, positive relationships, and education.

Retention

Retention refers to teachers who remain within the same school system, campus or district, from one year to the next.

Rural school district

Rural school district refers to non-urban school districts located in small towns outside of major metropolitan areas, specifically for this research, in Texas. Usually, the populations for these areas are less than 2000 resides and are a considerable distance from larger urban areas and resources (Texas Education Agency, 2013).

Segregation

Segregation refers to the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.

Self-Actualization

Self-actualization refers to when someone realizes fully one's potential.

Self-determination Theory (SDT)

Self-determination theory is a general theory of motivation developed from psychological research by Deci and Ryan (1985) and their collaborators from around the world. This theory posits that people's innate psychological needs are the basis for self-motivation (Ryan & Deci, 2000). In addition, "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1996, p. 24).

Self-Realization

Self-realization refers to someone acting on accurate understanding of one's strength and limitations.

Self-Regulation

Self-regulation refers to behaviors that include the individual deciding the best course of action, performing, and evaluating the outcomes of the decision (Butler, 1998; Nix, Ryan, Manly, & Deci, 1999; Ryan & Deci, 2000; Zimmerman, 1998; Zimmerman & Risemberg, 1997). The skills involved include self-monitoring, self-instructing and goal setting (Bar-Eli, Hartman, Levy-Koller, 1994; Causegrove Dunn, 2000; Davis,

1989; Williams, Donovan, & Dodge, 2000; Zimmerman & Kitsantas, 1997). Self-regulated individuals "examine a task at hand, make decisions about skills to use, evaluate the plan of action and incorporate revisions when necessary" (Reid, in press, p. 7).

South

South refers to the eleven states of the United States of America that seceded from the Union in the Civil War (1861-1865). The following states constitute this definition of the South: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee, Texas and Virginia.

Students of Color

Students of color generally referred to as minorities; but for the intent of the paper, students of color will be used to generalize any non-White students.

Sustainability

Sustainability refers to the ability to last or continue for a long time.

White

White refers to White American, non-Hispanic, primarily from European descent.

Organization of the Study

This study was organized into five chapters. Chapter I consisted of the introduction and includes the statement of the problem, purpose and significance of the study, methodology of the study, research questions in the study, limitations and delimitations of the study, assumptions of the study, summary, and organization of the

study. Chapter II was based on related literature, which included a focus on resilience and self-determination theories that was briefly summarized in the social and political contexts of segregation, desegregation, and integration of the rural South shaped through the thoughts and perceptions of my participants. Chapter III included the method of the study. This chapter contained information pertaining to the research questions, type of design, site selection, population, sampling procedures, data collection procedures, data source selection, instrumentation, validity and reliability, categorizing/coding, and narrative analysis. Chapter IV shared the results of the data collection and data analysis from the reporting of themes aggregated from all of the participants' comprehensive responses examining characteristics of their perspectives of resiliency and self-determination from their teaching experiences. This in-depth analysis was grounded in the context and theoretical concept of my study from answers to each research question and uninterpreted reporting from each participant's teaching experiences. Finally, Chapter V included a summary of my research as well as implications for future research addressing public school teachers, leaders, local and state policy makers, and all stakeholders including parents, community members, students and university teacher preparation and education programs. Also, the final chapter closed with discussions and recommendations for further research pertaining to my emergent theoretical model of for a holistic approach to adaptation and a unified sense of self and the expansion of resiliency and self-determination research in education

CHAPTER II

REVIEW OF THE LITERATURE

The literature review for this study is organized into six major sections. The first section the is about specific details related to African American education and the desegregation process in the contexts of social, political/legal, historical, and cultural ideologies. Next, this section reviews the theoretical framework of resiliency development in education and its application to adult learners specifically educators. The following section includes the theoretical framework of self-determination and its characteristics and implications on educators' practice. The fourth and fifth sections focus on career longevity and teacher retention specific to African American educators. The final section is dedicated to teachers' voices in the context of educational experiences and perspectives of African American educators.

The Contexts of African American Education and the Desegregation Process

Social Context

Blacks residing in segregated towns and communities understood the challenges and difficulties surrounding public school desegregation. Fultz (1995) reported "a confluence of factors, set in motion by state-sanctioned racism and discrimination, worked in concert to undermine the delivery of educational services to African American children and their families" (p. 406). African American teacher responsibilities extended beyond the schoolyard and these teachers became the advocates and activists who were diligent and aware of the societal influences impacting the African American community of students, parents, and teachers (Fultz, 1995).

The end of segregated schools created an assumption that segregated schools were disadvantageous to African American children and that racially segregated schools presented psychological hardship for these children. Green (2004) argued that segregated schools created feelings of inferiority in African American children while having no effect on White children. The mental state of African American children was perceived as "impoverish[ed] and deprave[ed] [while White children were deemed] socially, psychologically, and emotionally healthy" (Green, 2004, p. 275). Considering that both social and political environments were hostile, African Americans self-determination as possible cultural responses to their circumstances in America was presented as either "a feeling of revolt and revenge, an attempt to adjust all thought and action to the will of the greater group, or finally a determined effort at self-realization and self-development..." (Franklin, 1984, p. 24). Teachers were oblivious to their future roles in education as crossover teachers who were being integrated into White schools from Black schools. Blacks were willing to challenge the system while doing the work within the system at whatever levels necessary.

Political and Legal Context

Understanding segregation and desegregation in the country, and specifically in Texas, requires a consciousness of the impact of legal cases. Several cases before and after *Brown v. Board of Education* (1954) started setting the stage for the desegregation of schools and the elimination of the separate-but-equal doctrine. Both African American and White communities protested the *Brown v. Board of Education* Supreme Court decision to desegregate schools (Morris & Morris, 2002; Walker, 1996). In the

early 1950s, the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund decided to fight school segregation by presenting a group of lawsuits to the Supreme Court. The primary issue of public school desegregation would be unavoidable because each of the lawsuits presented before the Supreme Court were from different contexts centered on the same legal question. The question of the constitutionality of segregated public schools was pivotal in cases from Kansas, South Carolina, Virginia, and Delaware, which were consolidated into *Brown v. Board of Education* in 1953 (*Brown*, 1954).

Based on state laws allowing or requiring segregation according to race, Black children from each of the state cases were not allowed admittance to White schools. Lower courts in each case had previously upheld "separate-but-equal' doctrine from *Plessy v. Ferguson* (1896). The United States Supreme Court held that the separate-but-equal doctrine of *Plessy v. Ferguson* was unconstitutional and ruled that:

> Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system. (*Brown*, 1954)

In just one opinion, the U.S. Supreme Court reversed 58 years of enforced separation of Whites and Blacks. The targets of the NAACP included school segregation, Jim Crow laws, and lynching. These were the focus of efforts to attack legal segregation of racial segregation. *Brown v. Board II* (1955) was the second lawsuit in which the Supreme Court reaffirmed and extended desegregation in education, charged local school boards with the responsibility for integration under the watch of federal courts, and instructed the courts to require school authorities to enforce "a prompt and reasonable start: and proceed "with all deliberate speed" towards integration schools (*Brown II,* 1955, p. #). The system of racial segregation began with an extremely slow and time-consuming process to integration even though the Court allowed for reasonable delays to solve any administrative problems. Even still, nearly 11 years after the *Brown v. Board* case, there were four pivotal desegregation cases that were decided and addressed the various desegregation issues across the South. Those pivotal cases were *Singleton v. Jackson Municipal Separate School District* (1965, 1966), *Green v. County Board (1968*), *Swann v. Charolette-Mecklenburg Board of Education* (1971), and *United States v. Jefferson County Board of Education* (1969) (Read, 1975).

Many districts opted for "freedom of choice" (Dougherty, 1999, p. 713) plans in order to meet the demands of desegregating schools without the full responsibility of implementation. This strategy allowed African American and White children to choose whichever school they wanted to attend, the Black or the White school. Below, Table 2 includes a chronological perspective of the legal cases involving either segregation or desegregation beginning in 1850 until 1995.

Table 2

U.S. Supreme Court Education Cases on Desegregation

1800's Cases	1950's Cases	1960's Cases	1970's Cases	1980's Cases	1990's Cases
1850 – *Roberts v. City of Boston*	**1954 –** *Brown v. Board of Education (Brown I)*	**1960 –** *Bush v. Orleans Parish School Board*	**1970 –** *Carter v. West Feliciana School Board; Northcross v. Board of Education; Turner v. Fouche; Swann v. Charlotte-Mecklenburg Board of Education*	**1980 –** *Board of Education of the City of Los Angeles v. Superior Court*	**1990 –** *Missouri v. Jenkins (Jenkins II)*
1896 – *Plessey v. Ferguson*	**1955 –** *Brown v. Board of Education (Brown II)*	**1963-** *Griffin v. Board of Supervisor;* *Goss v. Board of Education*	**1971 –** *Dandridge v. Jefferson Parish School Board; Guey Heung Lee v. Johnson; Gomperts v. Chase; McDaniel v. Barresi; North Carolina State Board of Education v. Swann; Davis v. Board of School Commissioners; Winston/Salem/ Forsyth Board of Education v. Scott*	**1982 –** *Washington v. Seattle School District Number 1; Crawford v. Board of Education*	**1991 –** *Board of Education of Oklahoma City Public Schools v. Dowell*
1898 – *Cummings v. Richmond*	**1958 –** *Cooper v. Aaron; Shuttlesworth v. Birmingham Board of education*	**1964 –** *Griffen v. County of Prince Edward County*	**1972 –** *Kelly v. Guinn CCSD et al.; Drummond v. Acree; Wright v. Council of City of Emporia; U. S. v. Scotland Nek Board of Education*	**1989 –** *Missouri v. Jenkins (Jenkins I)*	**1992 –** *Freeman v. Pitts; U. S. v. Fordice*
	1959 – *Harrison v. Day; James v. Duckworth*	**1965 –** *Rogers v. Paul; Bradley v. Richmond School Board (Bradley I)*	**1973 –** *Keyes v. School District No. 1 Denver, Colorado*		**1995 –** *Missouri v. Jenkins (Jenkins III)*

Table 2 Continued

U.S. Supreme Court Education Cases on Desegregation

1800's Cases	1950's Cases	1960's Cases	1970's Cases	1980's Cases	1990's Cases
		1965/1966 – *Singleton v. Jackson Municipal Separate School District*	**1974 –** *Bradley v. Richmond School Board (Bradley II); Gilmore v. City of Montgomery; Milliken v. Bradley (Milliken I)*		
		1966 – *Evans v. Newton*	**1976 –** *Pasadena City Board of Education v. Spangler; Hills v. Gateaux*		
		1967 – *Raney v. Board of Education*			
		1968 – *Green v. County School Board of New Kent; U. S. v. Montgomery Board of Education*	**1977 –** *Vetterli v. U. S. District Court; Milliken v. Bradley (Bradley II); Dayton Board of Education v. Brinkman (Dayton I)*		
		1969 – *U. S. v. Jefferson County Road of Education; Alexander v. Holmes County Board of Education; Dowell v. Board of Education Jefferson I and II Singleton I and II*	**1978 –** *Columbus Board of Education v. Penick; Bustop, Inc. v. Board of Education of City of Los Angeles*		
			1979 – *Dayton Board of Education v. Brinkman (Dayton II)*		

*Chronological listing of the U. S. Supreme Court Cases on desegregation in public school districts.

Historical Context

The beginning of African American education was formed as slave or native schools to cultivate the learning and minds. According to Anderson (2007), "native" (p. 3) schools dated back to as early as 1695. Williams (2005) positioned that anti-literacy laws surfaced throughout the South in fear that literacy would incite the enslaved Blacks to rebellion and revolt. This fear was based on the concerns for the disruption of the institution of slavery that could lead to economic devastation for the country and liberation and freedom for African Americans (Morris & Morris, 2002). African American literacy was met with opposition but lead to a 95% literacy rate in 1860 that then dramatically decreased to 70% in 1880 and then to 30% by 1910 (Anderson, 1988). Anti-literacy laws were enacted beginning in 1740 until 1849 in states including Alabama, Georgia, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, and Virginia in efforts to prohibit teaching freed people or slaves (Anderson, 2005).

The required infrastructure sustainable for Black public schools systems did not exist which out of forced separatism created Black schools with the goal of educating African Americans (Anderson, 1988). By the early 1900's, in the South, only one-third of school age Black children were enrolled in public school due to the lack of physical school buildings, African American teachers, or available seating (Anderson, 1988). Public high school shortages, underfunded Black land grant colleges and lack of instructional training facilities for African American teachers were causal factors in the lack of prepared and qualified African American teachers (Fultz, 1995). African American teachers did not receive an equal amount of training as White teachers nor did

the African American schools receive an equal amount of funding and resources. White Southern teachers refused to teach African American children and there was a insufficient supply of White missionary teaches to meet the demand of the African American student population (Anderson, 1988; Walker, 2001; Williams, 2005). Regardless of the alarming facts, Caliver (1933) contended that African American teachers have

> helped to increase the number of literate Negroes from about 10 percent of the Negro population in 1865 to nearly 85 percent at the present time. ... helped to make possible an increase in the Negro population of school age enrollment in school from 2 percent in 1865 to nearly 80 percent at present. (p. 438)

In the years of 1866 to 1930, new schools, support for existing schools, conventions, boycotts and demonstrations, and organized institutions were all spear-headed by African Americans (Walker, 2000). Jim Crow laws emerged eleven years after the Emancipation Proclamation in 1876 as an attempt to suppress African Americans. Jim Crow laws marginalized African Americans by forbidding African Americans from completely possessing fundamental rights as citizens (Walker, 1996). The spirit of these laws contributed to the continuation of a separate society for Whites and African Americans. The Civil Rights Movement (1955-1972) was a period in history where reform-minded citizens continuously worked to overturn the segregated system (Jim Crow) that separated the country along Black and White racial lines since the end of reconstruction. The Civil Rights Act of 1964, passed by Congress, required schools to make realistic efforts to desegregate schools or school districts would face the forfeiture

of federal funds. Section 401 defined desegregation as a means to assign students to public schools and within such schools without regards to race, religion, color, or national origin to overcome racial imbalance. Orfield (2014) shared that based on the implications of the Civil Rights Act that:

> the primary focus was on ending overt and deeply institutionalized segregation and discrimination against Blacks, a system that pervaded all aspects of life and was enforced by law, violence, and intimidation. But the new laws also expanded rights of other minorities. The new laws enacted by Congress and the new constitutional mandates announced by the Supreme Court changed some aspects of discrimination quickly. They set in motion an end to the Southern system of racial apartheid by law, a system forged to maintain racial subordination after emancipation… They gave meaning and force to the right to vote. The 1964 Civil Right Act gave federal official powerful tools to desegregate schools and attack discrimination across the country. (p. 274)

Blacks comprised nearly 13% of the Texas's population by the early 1950s with at least 90% of them residing in the northeast and east central counties of the state. Allan Shivers was the governor of Texas during the 1950s and had gained the reputation of "winning at all costs" (Duram, 1981). Before the ruling of *Brown v. Board* (1954) was made, Shivers had political power and advocated for his cause at both the state and national level. His cause was to continue to participate in the concept of "segregation at any price" (p. 60). Shivers caught wind that the United States Attorney General Herbert Brownell Jr., 1953-1957, would be addressing the United States Supreme Court about

the *Brown* case. After contacting President Eisenhower, Shivers offered his opinion as a representative of a Southern state by sharing:

> I see in this unusual Supreme Court invitation an attempt to embarrass you and your Attorney General. There is nothing more local than the public school system… I trust he will … advise the Court that this local problem should be decided on the local and state level.
>
> (Duram, 1981, p. 60)

Clearly, Shivers was not successful in his attempts to sway the President of the United States to intercede in the Supreme Court's decision to desegregate public schools across the country. During an interview with a local newspaper, *Austin American* on May 18, 1954, Governor Shiver warned Black Texans that the desegregation and integration process would be slow and time-consuming. Shivers stated:

> It will take years to comply with the order for integration of schools… Sometimes those who seek reforms go so far that the evils of the reform movement are more onerous than the evils they're trying to remedy… Just saying we abolish segregation doesn't cure it. It doesn't accomplish anything. What is done about enforcing it is the important thing? (as cited in Jones, 1955, p. 352)

Shivers reinforced the concept of "all deliberate slowness" when he clarified his position during his campaign speech on June 21, 1954 by expressing that "It is an unwarranted invasion of the constitutional rights of the states… My administration has already told the local schools districts that, as far as the state of Texas is concerned, there are not changes to be made" (as cited in Jones, 1955, p. 352).

This proclamation and others from the political powers in Texas concluded that desegregation in Texas would take place in its own good time and with that being said "with all deliberate speed" was meaningless to the constituents of Texas. Desegregation processes in school districts across the state of Texas looked different in every school district. Some school districts in the state, such as Friona ISD, implemented and completed desegregation in the fall of 1954. Mansfield ISD in Texas and some other districts in Texas were forced to desegregate. Shiver's declaration had an impact on the governor of Arkansas and the historical event "Little Rock Nine" brought to light that federal troops were forced to intervene at the discretion of President Eisenhower. By the school year of 1955-1956, at least 63 school districts in the state of Texas began the process of desegregation. By the late 1960s, President Lyndon B. Johnson had the Department of Health, Education, and Welfare investigate possible discrimination in several small, particularly, Texas school districts. After some investigation, The Department of Justice sued the state of Texas (*United States v. Texas*, 1970) for not following the laws to desegregate public schools. However, there were several districts that continued to challenge school desegregation including Navasota ISD, which ultimately resulted in school districts developing written courses of action for schools to voluntarily desegregated schools in the 1955-1956 school year (Navasota Independent School District, n.d.). The local school board discussed the implications of a desegregation policy that they had plans to adopt. In 1964, Navasota ISD put the Freedom of Choice plan into effect with the goal of ending racially segregated public

schools. Freedom of Choice plans came about because the federal government considered cutting off federal funding to schools that did not desegregate.

The Freedom of Choice plan required school districts to implement desegregation plans immediately. The Freedom of Choice plan was one of the many desegregation efforts in the South that were court-approved plans that too three forms: pupil-placement laws, incremental desegregation plans, and Freedom of Choice plans. Pupil-placed laws allowed students to request transfers to race-based schools. Incremental desegregation called for the integration of one grade level per year until all grades were integrated into the predominately White schools. This process allowed for a slower process of desegregation. For the sake of this study, I focused on the Freedom of Choice plan. Freedom of Choice plans were not as successful as originally speculated. The plan allowed students' parents to select the school of their choice at the beginning of the school year which eliminated automatic initial assignment of students into segregated schools. The Freedom of Choice plan would allow students to choose the school they wanted to attend. With the Freedom of Choice plan, some African American students chose to attend the traditionally all White schools. Even though White students were also given the option to select the school of their school at the beginning of the school year, many did not apply to the predominately Black schools. The elimination of automatic assignment allowed applications to be rejected and was viewed as a tactic to discourage African American students to enroll at the segregated schools. However, in Navasota, there was only one elementary, one junior high, and one high school in which students were allowed to transfer to. So, the Freedom of Choice plan process was slow and

tedious but eventually students were integrated into the school with some modifications to the plan that included incremental desegregation.

However, a limited number of White students chose to attend the traditionally all Black schools. Unfortunately, 85% of the Black students still attended the same Black schools and no White students attended the Black schools (Center for Education & Employment Law, 2003). On the first day of school in the 1964-1965 school year, grades 1 through 3 were included in the plan. For the upcoming school year, Grades 4 through 6 would be included in the plan. For the 1966-1967 school year Grades 7 and 8 were integrated and Grades 9-12 were integrated 1967-1968 school year. School records show that segregation ended in 1968-1969 with the complete integration of Carver High School with Navasota High School (Navasota Independent School District, n.d.). After the Fifth Circuit Court decision of *Singleton v. Jackson Municipal Separate School District*, (*Singleton III*), in the fall of 1976 all public school facilities, faculties, student bodies, and student activities were desegregated in Navasota Texas. However, records show that in January 1976, some eight years after the district was "supposed" to have integrated, it was reported that students literally "picked up their desk" (Jackson, 2010, p. 3) and moved from the "antiquated two-story building downtown" to the new Navasota High School.

Cultural Context

Some African American teachers, parents, and students were in support of their segregated Black schools even though they realized that they did not have equal access to the same facilities and resources as the White schools. However, an unexpected result

of desegregation was the disconnect between their African American culture and the schooling process in which instructional strategies and curriculum materials were designed for segregated White schooling but was maintained in desegregated schools (Madsen & Hollins, 2000). Bell (2004) affirmed that African American thoughts were summed up in one woman's position that 'we got what we fought for, but we lost what we had' (p. 125). For Blacks, simple tasks such as going to school presented implications of inferiority and superiority based on racial identification. The Black community's collective behavior involved a sense of understanding solidarity as protection from the racism that they were experiencing. The identification of the values of self-determination reinforced African American religious beliefs (Franklin, 1984, p. 49).

Most histories are written from a White perspective that continues to reinforce the most prominent view of African Americans as a marginalized group in people without history, contributions, or even culture in this country (Jackson, 2008). After periods of slavery, the Civil War, emancipation, and reconstruction, freed Blacks were often isolated themselves to create their own communities, cultures, customs, and social norms that are exist somewhat today (Jackson, 2008). This isolation created the need for African Americans to breakthrough and overcome obstacles as a form of resilience from what did not allow them to be integrated in White society. The need to breakthrough was in search of social justice and equal opportunities for participation in the larger society.

Resiliency as a Theoretical Framework

Definitions of Resiliency

In research, there is a great deal of overlap between resilience and a number of related concepts or terms. Examples of resilience include process, adaptation, and multi-dimensional construct. For each of these terms, like resilience, there are multiple meanings in different contexts and that can be used by different communities. Resilience is derived from the Latin term to spring back, start back, rebound, retreat, or recoil (Walsh, 2007). It is often intended as the ability to cope with or to recover from change. Gu and Li (2013) found that over the past 20 years:

> a considerable body of research, mainly with children, but also with victims of trauma and conflict, has established that resilience is a relative, multidimensional and developmental construct, rather than an innate and immutable quality or characteristic. (Luthar, Cicchetti, & Becker, 2000; Rutter, 1990) p. 290.

In addition, resilience refers to a "dynamic process encompassing positive adaption within the context of significant adversity" (Luthar et al., 2000, p. 543). Most would say that the construct of resilience and this very definition is imperative to understanding the entire theoretical framework that shapes and guides this piece of research, which is based on the notion of these two critical conditions: (a) exposure to significant threat or severe adversity; and (b) the achievement of positive adaptation despite major assaults on the developmental process (Garmezy, 1990; Luthar et al., 2000; Luthar & Zigler, 1991; Masten, Best, & Garmezy, 1990; Rutter, 1990; Werner &

Smith, 1982, 1992). Resilience is not a trait that one could possess at birth, but on the contrary it is a multifaceted process which occurs over a period of time. Other researchers have viewed resilience as a multidimensional construct (Garmezy, 1993; Luthar & Ziglar, 1991), while some researchers affirmed that resilience is "a process of… successful adaption despite challenging and threatening outcomes" (Garmezy & Masten, 1991, p. 459), "heightened likelihood of success in school and other life accomplishments despite environment adversities" (Wang, Haertel, & Walberg, 1994, p. 46), and one's ability to rise above hardship and to be successful despite interaction in high-risk circumstances (Fraser, Richman, & Galinsky, 1999).

Characteristics of Resiliency

Polidore (2004) shared that resiliency encompasses characteristics of strong faith and religion, flexible locus of control, optimistic bias, commitment, positive relationships, change, and the value of education. In comparison, Werner and Smith (1992) indicated resiliency as a positive temperament, a well-developed cognition and academic skill base, an internal locus of control, a realistic educational and vocational plan, a set of hobbies, a sense of responsibility, a desire to help others, an ability to take advantage of opportunities (change), an arsenal of unconditional relationships, and a sense of religion. Most importantly, the following eight themes appear to resonate with some of the literature involving resiliency or the construct of resilience utilizing an ecological and developmental perspective:

1. Importance of religion (Polidore 2004, 2010; Taylor, 2008, 2013; Walsh, 1998, 2006; Werner & Smith, 1992)

2. Flexible locus of control (Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

3. Bias for positive optimism (Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

4. Autonomy (Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

5. Commitment (Gu & Day, 2007; Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

6. Change (Gu & Day, 2007; Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

7. Positive relationship (Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013)

8. Education (Henry & Milstein, 2003; Polidore 2004, 2010; Taylor, 2008, 2013; Werner & Smith, 1992)

9. Efficacy (Taylor, 2008, 2013)

The ecological perspective of resilience examines how an ecosystem is able to respond to and recover from an ecological threat. This action to respond and recover relates to a process. An individual's system identity is the ability to return to a state of equilibrium. However, Le Conru (2009) contended that Jordan (2006) criticized the developmental models of resilience and argued that resilience has been biased in the direction of overemphasizing separateness, particularly the separate self. Jordan (2006)

also criticized previous models for not taking into account the effects of gender and context and also claimed that issues of power and control are decontextualized. In addition, she argued that traditional models see an "internal locus of control" as an individual characteristic which has often been associated with resilience whereas a contextual approach she said "might reconsider the concept of internal sense of control, examining a person's engagement in mutually empathetic and responsive relationships as the more likely source of resilience" (Jordan, 2006, p. 80). Polidore (2010) contended that:

> Researchers have documented those individuals who have overcome great odds often expressed spiritual sources of encouragement (Dugan & Coles, 1989; Franklin, 1995). ... In contrast, a person with an external locus of control would attribute an unpleasant life event to the system that keeps him or her from succeeding or to some other external explanation. Flexible use of each locus of control seems to be beneficial for resilient people. (Walsh, 1998, pp. 570-571)

Therefore, Polidore (2004) developed a model of adult resilience that provides a template for mechanisms that defeat hardships, challenges and adversities. Her researched model was expressed in the above-mentioned eight themes. Taylor (2009) added the theme of efficacy to Polidore's model of adult resilience. Other researchers have provided explanation of the themes that are presented here. The first theme involves the importance of religion and of the individual who has overcome great odds. This individual also embodies a deeply rooted sense of belief in a God and/or a strong

sense of moral obligation to others. The identification of the values of self-determination reinforces African American religious beliefs (Franklin, 1984).

Theme two from Taylor (2009) explained as having a flexible locus of control. This concept focuses on how an individual who has an external locus of control might blame their own inability or lack of skills on an unpleasant life event. A person with an external locus of control would attribute his or her own success to an unpleasant life event controlled by a system that keeps them from succeeding or some other external explanation (Rotter, 1964). The third theme examines an individual's ability to view positivity or to have an optimistic bias in life (Seligman, 1990.) This phenomenon examines how individuals who have a capacity to reframe situations that are often deemed problematic are able to turn that into something more uplifting, thus tending to be more resilient (Seligman, 1990; Walsh, 1998). The next resilience theme focuses on autonomy. This means that an individual who feels that he/she can control and or influence events seem to be more resilient over time (Franklin, 1995; Kobasa, 1982; Rutter, 1987; Walsh, 1998; Werner & Smith, 2002). These individuals also have a strong sense of autonomy, thus giving them the ability to self-govern their own actions despite the hardships they are facing (Franklin, 1995; Kobasa, 1982; Rutter, 1987; Walsh, 1998; Werner & Smith, 2002). The fifth theme expresses the importance of having a committed relationship with others around them and extra activities. The sixth theme goes hand in hand with resiliency is change. This theme seems to propel resilient individuals forward despite extreme adversity that they face in their lives. These individuals have the ability to view change as positive and exciting, which seemed to

help build resilience over time (Kobasa, 1982). The seventh theme which is more apparent is that resilient people have positive relationships. Typically over time individuals who are resilient tend to go after and observe positive role models even if they are not situated closely in physical proximity or near their family (Walter, 1998). These themes are indicators of possible characteristics that some resilient teachers exhibit.

Teacher Resiliency

Teacher resilience is defined as the extent to which a teacher is able to maintain a set of positive attributes regarding their work as a teacher in the face of dealing with arrays of challenges, pressures, and demands inherent in their work as a teacher. Key features of these positive attributes are: (a) attitudes towards their work tasks, (b) attitudes towards those with whom they interact, (c) job satisfaction, motivation, and commitment, and (d) job performance. Gu and Li (2013) suggest that a broader definition of teacher resilience is different from the psychological perspective and can be explained as teachers' capacity to manage "unavoidable uncertainties" (Shulman, 2005, p. 1). Gu and Li (2013) shared that "although there are differences in how it is defined by scholars from different disciplines, there are also shared core considerations which suggest that resilience presupposes the presence of threat due to the status quo and is thus a positive response to conditions of significant adversity" (Gordon, Longo, & Trickett, 2000, p. 290). More so, Burns, Poikkeus, and Aro (2013) stated that:

> Teacher resilience is an emerging and rapidly growing field of research. The roots of resilience stem from the disciplines of

> developmental psychology and psychiatry where the construct was used in the 1970s to portray the characteristics and positive adaptations of children classified as being at risk due to negative life circumstances (Gu & Day, 2007). Since then the complexity of the interaction between individual and environment in the process of the development of resilience has been acknowledged to a greater extent (Mansfield et al., 2012). Attention has been drawn to, for example, environmental issues such as family and community (Luthar, Cicchetti, & Becker, 2000), personal dispositions and agency (Castro et al., 2000), and multidimensional and social construction of resilience (Gu & Day, 2007) (p. 79).

The psychological perspective explores resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. Basically, it means to bounce back from difficult experiences. The actions of resilience should be considered as a process rather than a trait that someone possesses. This trait can be defined as an undefined complexity of adaptation. Individual use their system's identity for resilience as a collection of beliefs about themselves. In summary, Table 3 provides additional insight into the various understandings of teacher resiliency.

Table 3

Example of Definitions of Teacher Resilience

Definition	Source
"a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks"	Brunetti (2006, p. 813)
"using energy productively to achieve school goals in the face of adverse conditions"	Patterson, Collins, & Abbott, 2004, p. 3)
"a mode of interacting with events in the environment that is activated and nurtured in the time of stress"	Tait (2008, p.58).

Furthermore, Beltman et al. (2011), based on their research, summarized:

1. …Teacher resilience is a dynamic process or outcome that is the result of interactions over time between a person and the environment (e.g. Bobek, 2002; Day, 2008; Sumsion, 2003, Tait, 2008).
2. Individual characteristics such as self-efficacy, confidence and coping strategies are important in overcoming challenging situations or recurring setbacks (e.g. Castro, Kelly, & Shih, 2009).

3. Difficulties are not simply managed, but individual are able to bounce back quickly and efficiently, persevere and thrive (e.g. Malloy & Allen, 2007).
4. Successful adaptation occurs despite obstacles and personal well-being is maintained (Howard & Johnson, 2004).
5. Reciprocal, mutually supportive personnel, professional and peer relationships are important in this process (Sammons et al., 2007)
6. The outcome is that teachers maintain job satisfaction and commitment to their profession (Brunetti, 2006) (p. 188).

Authors, Gu and Li (2013), stated that:

> teacher resilience suggests (Gu & Day, 2007, 2013) that resilience offers a useful lens which allows us to probe their internal and external worlds, to explore which factors, individually and in combination, influence their capacity to sustain their passion, enthusiasm and strong sense of fulfillment. (p. 289)

Work tasks for teachers include classroom teaching, administration, assessment, and curriculum development. Teacher interaction includes contact with students, colleagues, the community, and parents. One could determine that teachers who have endured adverse situations over a course of time who remain positive about teaching may be able to impart a sense of optimism that children and peers can emulate regardless of each student's situation. Their adaptation to significant adversity is manifested through their experiences (Jackson, 2001). Research shows the experiences that resilient educators possess usually better equip their students to understand that the individual do not create the problems of poverty and social inequalities. Consequently, some situations are just

systematically imposed on the individual and their families. This also can create high expectation (Jackson & Jefferies, 2000).

Beltman, Mansfield, and Price (2011) confirmed that according to Day and Gu (2007), the characteristics of resilient teachers can be learned (Howard & Johnson, 2004) and viewed as a process of adaptation rather than a set of individual attributes (Castro et al., 2009) (p. 191). Individual attributes can be considered as: altruism (moral purpose or the influence of faith), strong intrinsic motivation, tenacity (perseverance and persistence), positive attitude (enthusiasm and optimism), sense of humor, not being motivated extrinsically, gender (females use more active coping strategies), patience, flexibility, and willingness to take risks (Beltman et al., 2011). Other individual attributes include personal factors such as self-efficacy, coping skills, teaching skills, professional reflection and growth, and self-care. Gu and Li (2013) reported that there are external and internal pressures on teachers and that research also consistently shows that many teachers across the world have managed to maintain their passion and commitment to helping children learn (Day & Gu, 2010; Darling-Hammond, 2005).

Raider-Roth, Stieha, and Hensley (2012) indicated that a "relational view of resilience, stresses the quality of individuals' interpersonal connections and the ways that resilience can be developed through mutually empathic relationships, building confidence within relationships, through "supported vulnerability [and increasing] relational awareness" (p. 500). "Supported vulnerability" (Raider-Roth et al., 2012, p. 500) considers both reciprocal and mutual vulnerability in the well-being of each person and of the relationship itself whereas "relational awareness" stresses how people know

and understand themselves and their worlds while connecting the relationship between the two (Raider-Roth et al., 2012, p. 500) A major reason that there has been an increase in teacher resilience is due to a considerable amount of attention to teacher retention and longevity, particularly to teachers who leave the profession within the first five years (Le Cornu, 2009). Furthermore, Gu and Day (2007) confirmed that studies in teacher resilience explore the behaviors and characteristics of teachers who respond positively to the demanding circumstances of education and continue to remain in the profession.

Le Cornu (2009) shared that there is a "resilience factor" (p. 717) that early career teachers use to help them develop their own support systems and learning experiences that allows them to persevere when faced with adversities during the first years of teaching (2009). The author further stated that according to Tait (2005) "resilience is probably one of the most important strengths for novice teachers" (p. 717). Mansfield, Beltman, Price, and McConney (2012) stated that a sense of competency, the ability to devise and use coping skills, and professional agency are most likely helpful for teacher to persevere in the face of adversity and to adapt to new challenges. Beltman, Mansfield, and Price (2011) literature review reported that while teacher resilience is a relatively new and recent area of interest for researchers, more research has been focused on how teacher resilience sustains teachers and enables them to remain in the career. Beltman et al. found that key personal attributes included a strong intrinsic motivation and altruistic motivation for teachers, a sense of self-efficacy, a feeling of confidence and competence, and personal strengths and characteristics were interrelated. In addition,

the authors noted that while high self-efficacy was important for teacher resiliency, it could also be enhanced as teachers encountered challenges and overcame them while in the profession (Beltman et al, 2011). Le Conru (2009) reported that:

> Other writers in the field have argued that resilience is not only important for novice teachers but for all teachers as it can enhance teaching effectiveness, heighten career satisfaction and better prepare teaches to adjust to education's every-changing conditions (Bobek, 2002; Gu & Day, 2007; Howard & Johnson, 2004) (p. 717).

Kyriacou (2001) described these factors that contribute to enhancing resilience as including:

1. Building up the skills needed to deal with demands
2. Changing work practices
3. Avoiding areas of vulnerability
4. Taking advice
5. Making use of social support
6. Adopting positive mental strategies
7. Having out-of-school interests

Other factors

8. Personality (including self-efficacy beliefs)
9. Consequences
10. Options

Self-determination as a Theoretical Framework

Definitions of Self-determination

For the purposes of this paper, self-determination was limited to the definition found within the special education and psychology literature. Wehmeyer (2004) described self-determination in the context of special education as an outcome for people with disabilities to "have opportunities to exert control in their lives and are provided supports that enable them to take advantage of such opportunities in ways that respect their values, beliefs, and customs and those of their family and culture" (p. 338). Deci and Ryan (2002) stated that humans have an innate, natural, and constructive tendency to develop an elaborate and unified sense of self. Self-determination is an innate psychological need related to the construct of intrinsic motivation as a behavior in which participants engage willingly, without any coercion or force, and is, therefore, self-determined (Markland, Ryan, Tobin, & Rollnick, 2005). Deci and Ryan (1985) asserted "intrinsically motivated behaviors are by definition self-determined" (p. 112). More so, Wehmeyer et al. (2003) proposed that self-determination is the capacity for the skill of set of self-regulation and that self-determination on its own is not innate and "therefore, we conclude that learning to be self-determined is a consequence of learning to adjust to the challenges of meeting self-set goals" (p. 151). Deci and Ryan (2000) indicated that their definition of self-determination is derived from research on the conditions that influence intrinsic motivation and these conditions can be crucial to understanding human nature.

Wehmeyer et al. (1997) identified the four underlying characteristics of self-determination as: autonomous functioning/behavioral autonomy, self-regulation, psychological empowerment, and self-realization. First, autonomous functioning, or behavioral autonomy refers to an individual acting according to his or her preferences that would be free from any external influence. Second, self-regulation is characterized by an individual's ability to engage in self-management, problem solving, and goal setting and attainment. Next, psychological empowerment is defined as an individual acting on his or her belief that one can exert control over critical areas that are important to him or her and that he or she has the necessary skills to exert control and that, by exercising those skills, he or she will obtain the outcomes that he or she desires. Finally, self-realization occurs when an individual acts on an accurate knowledge of his or her own strengths and limitations. In addition, Wehmeyer et al. concluded that self-determination behavior includes two forms of self-efficacy, two separate components of self-awareness and self-knowledge, and seven sets of behavioral skills (1998). On the other hand, Field (1996) acknowledged four models of self-determination: (a) is similar to that of Wehmeyer et al., individual beliefs, and knowledge and behavioral skills; (b) considers an adult's outcomes perspective; (c) focuses on self-regulation; and (d) embodies an ecosystem perspective. Wehmeyer et al. stated those who choose to exercise self-determination have chosen a direction for their lives and act of their own accord to attain personal goals and aspirations.

Field, Martin, Miller, Ward, and Wehmeyer (1998) shared that the behaviors of self-determination include goal-setting and attainment, decision-making, support

systems, and problem solving. Self-determination theory or SDT is a theory of personality development and self-motivated behavior change (Markland, Ryan, Tobin, & Rollnick, 2005). Markland et al. (2005) noted that: "Fundamental to the theory is the principal that people have an innate organizational tendency toward growth, integration of the self, and the resolution of psychological inconsistency" (Ryan, 1995; Ryan & Deci, 2000) (p. 815). Behaviors that can be understood along the continuum of heteronomy or external regulation to autonomy or true or internal regulation are proposed under self-determination theory (Markland et al., 2005). Autonomous regulation of behavior can include the quality of subjective experience, quality of performance, persistence, and effort. Usually, when an educator is regulated autonomously or internally, they are more likely to show shame or disappointment when they fail and self-approval when they are successful (Markland et al., 2005). Additionally, when provisions such as choice, opportunity for autonomy, and acknowledgement of emotions occur, psychological needs of competence, sense of belonging, and personal autonomy can be reinforced which is central to self-determination (Deci & Ryan, 2000). Heteronomous regulation of behaviors can be considered as rewards or punishment that is controlled by others. For example, heteronomous or external regulation would be for an educator to engage in a behavior because they were mandated or forced to do so by an administrator. Typically, when an educator is regulated or motivated by external controls, they are likely to show minimal effort and poor performance quality and do not care about the behavior (Deci & Ryan, 2000; Markland, et al., 2005).

Deci, Vallerand, Pelletier and Ryan (1991) reported that self-determination theory focuses

> primarily on three such innate needs: the needs for competence, relatedness, and autonomy (or self-determination). Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions: relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions. (p. 327)

An innate need provides a contextual understanding of how humans engage in self-motivation, performance, and development. Motivations, intrinsic or extrinsic, are instrumental for an individual's engagement for either his or her sake (intrinsic) or for the consequence of some other interest (extrinsic). There are four identified types of extrinsic motivation: (a) external, (b), introjected, (c) identified, and (d) integrated forms of regulation that are foundations of the concept of internalization.

Self-determination has been described as a lifelong process that can enable "people to make things happen in their lives" (Wehmeyer, Abery, Mithaug, & Stancliffe, 2003, p. 20). The skill set for self-determination requires self-regulation, self-advocacy, problem-solving, decision making, goal setting, communication, social, and independent living (Wehmeyer et al., 2003). Martin and Marshall (1995) affirmed that:

> From awareness of personal needs, self-determined individuals choose goals, then doggedly pursue them. This involves asserting an individual's presence, making his or her needs known, evaluating progress toward

> meeting goals, adjusting performance, and creating unique approaches to solve problems. (p. 147)

A self-determined individual will make things happen in his or her life that they would like to happen. These individuals select the goals, assess their needs, and proceed in ways to achieve those goals. Freedom from exploitation, the need for literacy and education, the belief in resistance to and protest against oppression and discrimination can be historically traced to the reality of African American experiences (Franklin, 1984). Theoretical perspectives regarding self-determination and people with disabilities, which are discussed in the literature, included:

1. intrinsic motivation (Deci & Ryan, 2000)
2. positive psychology as a model of focusing on a person's strength and capabilities rather than deficits (Shogren, Wehmeyer, Buchannan, & Lopez, 2006)
3. causal agency (Wehmeyer, 2004)
4. matter of quality of life (Lachapelle et al., 2005; Wehmeyer & Schwartz, 1998)
5. ecological perspective (Polidore, 2004; Wehmeyer et al., 2003)

Characteristics of Self-determination

Just as there are different theoretical perspectives for defining and understanding self-determination, the assessment and evaluation techniques vary as well. Qualitative techniques have been used to explore the perception of adolescent girls on their own self-determination status (Trainor, 2007), the perception of learning disabled youth with

emotional disturbance (Carter, Lane, Pierson, & Glaser, 2006), and the contextual value of developing the self-determination status from the perspective of youth with disabilities who were in foster care (Greenen, Powers, Hogansen, & Pittman, 2007). Quantitative techniques and instruments have also been developed to measure the characteristics of self-determination (Wehmeyer & Kelchner, 1995), and to measure curriculum-based or instructional planning (Hoffman, Field, & Sawilowsky, 1996; Martin & Marshall, 1996; Wolman, Campeau, Dubois, Mithaug, & Stolarski, 1994). Moreover, as the concepts and characteristics of self-determination and a thorough understanding of how to measure it have become of interest, several studies, both descriptive and correlational, since the 1990s and early 2000s have contributed to the growing body of literature validating this construct.

For example, a number of studies have appeared correlating self-determination with the estimates of quality of life and with the satisfaction with life (Lachapelle, Wehmeyer, Haelewyck, Courbois, Keith, Shalock, Verdugo, & Walsh, 2005; Wehmeyer, 2002a; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1998). Other research reported self-determination as either a component skill associated with self-determination including decision making and problem solving (Algozzine, Browder Karvonen, Test, & Wood, 2001; Wood, Fowler, Uphold & Test, 2005), as a dependent variable for results based on a global measure (Chambers, Wehmeyer, Saito, Lida, Lee & Singh, 2007), or as the measured effects on any academic skill (Bae, 2007; Fowler et al., 2007; Konrad et al., 2007).

In my readings of original and review of literature for this research study, a number of empirical, theoretical, and methodological implications indicated that self-determination, as a construct, is a multifaceted, extraordinary, and complex construct in literature, particularly in education, as an intervention for the recruitment and retention of teachers. Konrad et al. (2007) posited that:

> If researchers do not carefully operationalize their independent (intervention) variables, consumers cannot be certain what self-determination components are included. … Given that self-determination is a complex construct, is it event possible or important to break it down into isolated sub skills. When several self-determination components are combined in an interventions, the results may be synergistic effects that would be difficulty to study or define. (p. 110)

The majority of researchers have focused on youth or transition-age students with disabilities (special education) or early elementary or early childhood education. It is most interesting that not only should researchers emphasize the complexity of methodological and theoretical implications of self-determination as a construction, but research should describe the measures and various findings defining self-determination to better understand its impact on long-term behaviors related to self-determination.

Black Self-determination

Franklin (1984) noted that

> self-determination for politically and economically oppressed groups that define themselves as a people or ‘nation’, but do not participate in a meaningful way in

> decisions affecting their lives and the lives of their children has been one of the most volatile and explosive issues of the late twentieth century. (p. ix)

Self-determination, resistance, education and freedom was valued and defined as "good" (Franklin, 1984, p. 4) for Africans and Afro-Americans before the General Emancipation and the passage of the 13th Amendment to the U.S. Constitution. After slavery, Blacks were often unwelcomed in predominately White public and private schools, social organizations and churches. However, masses of Blacks remained in separate Black institutions because they believed that it was "good" for Blacks to control their own lives and affairs (Franklin, 1984). Franklin accounted that according to Du Bois (1982) the desire for freedom, the idea of education and "book learning" (p. 15) is considered as self-development and self-realization or as "black self-determination" (p. 15) within Afro-American culturalization. In addition, Franklin contended that Du Bois was keenly aware that African Americans desired to be in control of self-realization and self-determination as well as their "spiritual aspects of life that supports survival and advancement" (p. 21).

Career Longevity and Teacher Retention

Historically. African American teachers have been skilled in preparing students in schools both socially and educationally. According to Foster (1997), African American teachers have been influential in assisting African American students to achieve their full potential, and to resist oppression and racism while bridging relationships between the schools and communities. African American teachers' responsibilities and duties extended beyond the schoolhouse and classroom.

Regarding the decision of *Brown v. Board of Education* (1954), the impact of African American teachers resulted in some job losses among those who were poorly trained or those who lived in small community where schools would be closing. Johnson (1954) argued that some teachers and administrators might be subjected to demotions and/or reassignment. However, African American teacher, particularly those teachers in the South, were highly trained that contributed to them being equally or even more qualified than their White colleagues (Johnson, 1954). With the loss of much needed African American teachers in the integrated schooling systems, White school practitioners were not willing nor considered qualified to take into consideration the experiential and cultural backgrounds of African American students (Madsen & Hollins, 2000).

Research has reported that there is growing concern that the current educational system is not sufficiently addressing the needs of diverse students and school communities. There is an obvious disconnect between the racial composition of teachers and students across the nation (Eubanks & Weaver, 1999; National Center for Education Statistics, 2015; U.S. Department of Education, 2006; Villegas & Clewell, 1998). Gu and Li (2013) indicated that "research into the qualities of the majority of teachers who have managed to maintain their 'courage to teach" (p. 289). Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, & Boulton (2012) suggested that addressing the needs of diverse students would be likely provide more productive insights for school leaders and policy makers whose job is to promote the learning of our students and enhance the improvement of standards. In addition, research shows that early career teachers

experience burnout and stress, which can lead to high levels of attrition and teacher shortages (Howard & Johnson, 2004). Accordingly, Beltman, Mansfield, and Price (2011) highlighted that subsequent research examines resilience not solely as a personal attribute, but as a complex construct that is developed from a "dynamic" (p. 186) relationship between risk and protection factors. Research on resilience is being addressed from the focus of factors that affect teachers' decisions to either stay or remain in the profession and understanding how motivation and commitment impact their decisions (Beltman et al., 2011; Day, 2008). According to Gu and Li (2013), teacher resilience is a critical for quality retention (Day & Gu, 2010; Gu, in press; Gu and Day, 2013).

Teacher Voices

The need to reveal the voices of African American educators affords them with the opportunity to share their perspectives and experiences on the challenges and adversities that they faced during the process before, during, and after desegregation. Collins (1998) stated that:

> Some of the most important ideas in Black women's intellectual history come from this sense of writing across time, of having dialogues with women who grapple with questions of injustice in unfamiliar social settings. Without listening to those who have come before, how can Black women prepare an intellectual and political space for Black women will confront future, reconfigured injustices? (p. 75)

Tillman (2004) reported that research on African American women is generally guided by White researchers in predominately White institutions. Moreover, she stated that "The cultural standpoints of those persons who experience in the social political, economic, and educational consequences of unequal power relations must be privileged over the assumed knowledge of those who are positioned outside of these experiences" (Tillman, 2004, p. 300). The voices of many African American women educators have been silenced or ignored. Chase (2005) concluded that "when someone tells a story, her or she shapes, constructs, and performs the self, experience, and reality" (p. 657). In addition, when these stories are told, an individual's experiences, thoughts, and memories come to life and are real. By allowing individuals to have a venue to share their memories and their stories, their experiences will be validated and they will give voice to a group that has been silenced by institutional amnesia. Jackson (2008) emphasized that the importance of hearing the voices of individuals who were forgotten or ignored in the past. She also stated:

> the lived experiences of the participants become the legitimate source of research data. Narratives about personal experiences, including quotes from participants are the basis for the interpretation of events being described. Issues of race, gender, and identity are discussed in new and different ways. (Jackson, 2008, p. 439)

This study provided an outlet for individual memories so they are no longer stifled by institutional amnesia.

Summary

In this chapter, I presented a review of literature that is relevant to the research topic. An overview of the history of African American education in the South is provided in order to highlight the context of social injustice that had become the norm. A brief synopsis of pertinent legal cases was incorporated to establish a context for political and legal issues that was to be considered for the research study and to emphasis inequality for African American students in the traditional educational system. Information about important desegregation cases, particular emphasis on *Brown v. Brown of Education* (1954) because it called for the restructuring of the American educational system. Additionally, the theoretical frameworks of resilience and self-determination that influenced me to undertake this research study.

CHAPTER III

METHODS

The purpose of this narrative study was to examine the experiences of African American female teachers in a southern rural district in relation to (a) their stories and perceptions of teaching and in order to gain a deeper understanding of these experiences, (b) the characteristics of resiliency and self-determination that influenced their teaching before, during and after desegregation, (c) the reliance largely on the methods of research findings of Polidore (2004) and Taylor (2009), and (d) the testing, validation, and explanation of an emerging research model from the research of Polidore and Taylor. Polidore's theory on resilience as well as Taylor's elaboration on her theory served as one of the theoretical frameworks for my study. Polidore's theory corroborated by the informants in my study that may have influenced their teaching experiences and perceptions before, during, and after desegregation. By deconstructing Polidore's and Taylor's emergent themes of resilience in my study, patterns of predictors could be provided to determine the impact of resilience on my African American female participants. In my narrative research study, I sought to determine which of the nine resilience themes as outlined in Taylor's study would emerge. Taylor replicated her research based on the emerging themes from Polidore's themes. In addition, I sought to illuminate the teaching experiences from the gathered stories of three African American teachers who taught at a Black segregated school in a southern rural community in Texas from 1952 to 1965 and who taught during desegregation from 1965 to 1976.

Context of the Study

The context of this study stems from an increase in racial conflict in the United Sates at the turn of the twentieth century. Over 25 race riots occurred in the summer of 1919, which was called "Red Summer" (Walker, 2000, p. 258). The 1920s and 1930s provided heightened racial unrest with the lynching of African Americans by Anglo Americans. This unrest, which led to comprehensive systems of segregated schools for African American children, forced African American schools to compete with Anglo American schools for limited resources. According to Anderson (1988), this context was considered "political and economic oppression" (Anderson, 1988, p. 258). I now propose that both the political and economic oppression of schooling warrants further inquiry, exploration, and explanation as to why teachers remained in the profession during the turbulent transition between segregation and integration.

During most of the 1950s, public schools in the United States were segregated. Basically, there were schools that Black children attended and schools that White children attended. Then Texas Governor Allan Shivers and others in Texas resisted attempts to desegregated public schools in Texas (Educational Service Center ESC) Region 13, 2014). When three Black students tried to enroll in Mansfield ISD near Fort Worth, Texas, the first school forced to desegregate, Governor Shiver sent the Texas Rangers to protect the protestors and to prevent the students from enrolling in the school (ESC Region 13, 2014). Unfortunately, President Eisenhower did not intervene in the events surrounding Governor Shivers' actions. This event influenced Governor Orval Faubus of Arkansas to prevent nine Black students from enrolling in Central High, a

White, high school in Little Rock (Wallace, 1980).

However, in an effort to enforce the Supreme Court's decision of the *Brown v. Board of Education* (1954), President Eisenhower did intervene and sent federal troops to allow the student to enroll. The "Little Rock Nine" became the first group of Black students to integrate White public schools in September, 1957 (Wallace, 1980). While these were some of the events that led most school districts in Texas to desegregate, other Texas districts refused to desegregate until the withdrawal of federal funds was threatened (ESC Region 13, 2014). Due to President Lyndon B. Johnson's request of an investigation of possible discrimination, the Department of Justice sued the state of Texas in *United States v. Texas* (1970) for not following the laws concerning public school desegregation. From the judge's ruling, the Texas Education Agency was established to set up a plan to desegregate all public schools in Texas and to make sure that school districts were complying with the federal desegregation laws (ESC Region 13, 2014). Under the newly adopted plan and desegregation guidelines from the Department of Health, Education, and Welfare under the authority of the 1964 Civil Rights Act, school districts were deciding to choose between shifting to full compliance of desegregation and devising new strategies in order to delay desegregation.

In 1970, after President Johnson left office, President Richard Nixon was charged with the task of enforcing the administration's stance on ending school segregation in the South (Nixon Foundation, 2014). President Nixon put into place and enforced the decision to desegregate public schools across the country. At the state level, Texas Governor John Connally believed that education was the most important way to address

Texas' social problems. During his tenure from 1963 to 1969, Governor Connally worked on reformation at the state level that included financing higher teacher salaries and improving research and doctoral programs at Texas universities (Texas State Libraries and Archives, 2014). While in office, Governor Connally created and enforced the implementation of the Freedom of Choice plan that was intended to end segregated schools in Texas. During this transitional period of 1954 until 1975, the African American teacher participants' recollection of their stories, particularly around the segregation of schools in Texas, should reveal information regarding the historical occurrences and the sociocultural atmosphere in the schools that has not yet been documented. Goodson (1994) indicated that sharing teachers' stories in their voices could help to dispel misconceptions that often guide school policy decision and could help to shed insight on the complexity of the education profession.

Local Context of the Study

The location of my study was focused in a rural community in East Central Texas. The community is located approximately 83 miles from Houston and 115 miles from Austin, the state's capital. Also, the community is located west of Texas State Highway 6 and Farm Roads 3090 and 1227 in southeastern Grimes County (Navasota Independent School District, 2013). The community, Navasota, was founded in 1831 as the stagecoach stop of Nolansville. Its name was changed in 1858 to Navasota, a name perhaps derived from the Native American word nabatoto ("muddy water") (Leffler, 2010, p. 1). Due to the large number of cotton plantations, slaves became a crucial part of the local economy as they were imported, traded, and sold to work on plantations. A

majority of these plantation homes are still standing and are considered a major part of the historical sites in the community. During the Civil War, marketable goods that were produced in the region were imported and exported through Navasota. To the furthest inland via railroad, goods were transported for shipping to Galveston for transport via steamboat from the Mississippi River to the Texas coast to be exported to Mexico or overseas to Europe.

Even after the town suffered several occurrences of disasters including cholera and yellow fever during the mid-1860s, the Grimes County, Texas, population boasted 9,320 residents with 4,842 slaves representing 53% of the populations and 4,852 Whites (Jackson, 2010). Navasota, Texas, reported about 2,500 as the total number of residents in 1884 (Leffler, 2010). For the next few decades, Navasota's population began to increase from 3,857 in 1900 to 5,128 by 1930 and by 1940 to 6,138 (Leffler, 2010). After the mechanization and consolidation of farms in 1950, only 4,976 of the population remained. From 1960 to 1980 the town grew from 4,937 to 5,971. With the collapse of the oil industry (650 lost jobs) and the building of a new prison system, resident totals still peaked at 6,296 in 1990 to 6,789 in 2000 (Leffler, 2010). As of 2013, the population of Navasota was estimated at 7,262 with a racial makeup of 53.42% White, 34.11% African American, 0.29% Native American, 0.46% Asian, 9.0% other, 1.81% from two or more races, and 27.96% Hispanic or Latino (Navasota Independent School District, 2013).

In May of 1899, the first Navasota School Board meeting was held. The Atcheson School located on Washington Avenue was the first Navasota school building.

A school building for the purposes of educating African American students within the Navasota area was erected at LaSalle Street and Spur 515 in 1928 (Navasota Independent School District, 2013). In 2007, this school building, the George Washington Carver schoolhouse, was leased to the Carver Alumni Association for $1 a year without provision for upkeep, remodeling, or maintenance (Leffler, 2010). Courtney-Lynn Grove-White Hall (CLW) CSD, Stoneham CSD (including High Point and Grimes Prairie School), Victory CSD, and Plantersville (ISD (including Todd Mission School) were either annexed or consolidated with Navasota ISD in 1951. Courtney-Lynn Grove-White Hall was one of the town's segregated Black schools in the community. Allenfarm-Terrell (AMT) Common School District of Brazos, another segregated Black school, was also annexed with Navasota ISD in April of 1953 (Navasota Independent School District, 2013).

In 1964, the state of Texas desegregation plan, Freedom of Choice, was put into effect with the intentions of ending racially segregated schools in Texas. The purpose of this plan was to create racially diverse schools (Wells, Holme, Atanda, & Revilla, 2005). In Navasota, the plan called for the initial phase to begin on the first day of the 1964-1965 school year, grades 1-3. The next phase in the following year, 1965-1966, grades 4-6 would be desegregated. For the 1966-1967 school year, grades 7-9 were to be integrated and then grades 10-12 were to be incorporated in 1967-1968. Finally, during the 1968-1969 school year, the plan was to have segregation end within Navasota ISD with the completion of the integration of Carver High School (the former all Black school) within Navasota High School. Several new campuses, Navasota Elementary and

Navasota High School were built in the mid-1970s to accommodate the integration of African American students into the predominately Anglo American campuses. Students "literally picked up their desks" (Navasota Independent School District, 2013, p. 2) to be transported to their new schools. By the time desegregation began, most of the teacher participants with whom I met with to share their experiences taught during a crucial period in American history. Most significantly and according to their accounts, complete desegregation did not occur until the construction of school campuses and enrollment of African American students in racially diverse schools. To preserve the integrity of the context of my study, I traveled to Navasota, Texas, to interview my participants in their natural settings that included their places of business, their home, and their workplace.

Research Design

A research design is understood as a process that begins with the conception of a problem to the writing the narrative which includes data collection, data analysis, and the writing of a report for the methods involved in the research (Bogdan & Taylor, 1975; Creswell, 2007). For my study, I used a qualitative research design of narrative inquiry that provided a rich descriptive nature that focused on process, meaning, and understandings constructed by the experiences and perceptions of African American teachers (Creswell, 2005; Merriam, 1998; Straus & Corbin, 1990). The technique for gathering data was a 37-question interview protocol based on Polidore's (2004) and Taylor's (2009) original protocols for gathering data. Narrative inquiry is shaped by social and historical occurrences that can be examined over a period of time (Denzin & Lincoln, 2011). In this narrative study, I focused on and recorded the experiences of

other people's life (Creswell, Hanson, Clark, & Morales, 2007).

Narrative inquiry, most commonly used in educational research (Bogdan & Biklen, 2007; Connelly & Clandinin, 1990; Delpit, 1995), helped provide an opportunity for participants' voices to be shared through stories from their teaching experiences during segregation, desegregation, and integration. Richardson (1990) insisted that "narrative is the best way to understand the human experience because it is the way humans understand their own lives" (p. 133). Narrative inquiry was the process of gathering data through storytelling, retelling, and reliving stories in an ongoing experiential analysis of their voices by reconstruction within a chronological sequence (Connelly & Clandinin, 1990; Gall, Gall, & Borg, 2003). Voices between the researcher and the participants were shared through restorying as a process to gather their stories, to analyze them for crucial events such as time and place, and to organize them within a chronological sequence (Ollerenshaw & Creswell, 2000). Connelly and Clandinin (1990) reported that:

> Voice is meaning that resides in the individual and enables that individual to participate in a community… The struggle for voice begins when a person attempts to communicate meaning to someone else. Finding the words, speaking for oneself, and feeling heard by others are all part of this process… Voice suggests relationships: the individual's relationship to the meaning of her/his experiences and hence, to language, and the individual's relationship to the other, since understanding is a social process. (p. 4)

Specifically, a narrative inquiry approach may effectively capture the complex

issues of culture, context, and teacher experiences, practices and perceptions. Qualitative design allowed for "individuals to construct reality in interaction with their social lives [that is aimed to] understand how people make sense of their lives" (Merriam, 2009, p. 20). A qualitative design with narrative inquiry was best suited for addressing my guiding research question of *how could* African American teachers exhibit resiliency and *what contributed* to self-determination for them before, during, and after desegregation in a late-integrated southern rural school district in Texas.

My research began with a three-staged process. The first stage was an informal conversation with a school district employee who had been employed with the district for nearly 45 years. Due to the relationship that the district employee and I had, she was willing to share with me the wealth of information that she possessed. This relationship allowed me access to participants through the process of community nomination (Foster, 1989). Community nomination is similar to the snowball approach of selecting participants (Foster, 1989; Tillman, 2002, 2004, 2006). Snowball sampling is the process of selecting a few people that may be able to identify participants who may be able to identify additional participants (Creswell, 2007; Lunenburg & Irby, 2008). Additionally, community nomination allowed me as the researcher to identify and locate African American participants in the geographic, social, and cultural contextual range of Navasota that could best represent their perspectives as African American teachers. In this study, the community nomination approach helped seek direct contact with members of the African American community and with African American teachers to validate the African American community's knowledge and experience (Foster, 1991, 1994, 1997).

In the next stage, I utilized bibliographic references of articles, dissertations, and books that were known to focus on the subject of segregation, desegregation, self-determination, and resilience. While reviewing the resources that I found, I was able to generate additional articles and books that were then categorized and organized in folders by topic and date. Finally, to maximize coverage, a visit with the university's librarians was conducted using specific indicators "abs(african american* or black*) AND abs(teacher*) AND abs(desegregation or integration or segregation) AND abs(experience*) AND abs(resilien* or determinat* or efficac*)." The new resources were also categorized and added to the existing folders of generated research. My review of work excludes Anglo American teachers and Anglo American perceptions, higher education, private or parochial schools, and socioeconomic status. However, my focus did include research that described African American education, African American teacher experiences and voices, policy implementation, legal cases, specifically on segregation and desegregation, and politics at the national, state, local, and community levels. My resource lists included literature from 1964 through 2014.

Research Questions

The three research questions that guided my study were:

1. What were the teaching experiences of African American female teachers in a rural southern school district before, during, and after desegregation?
2. What characteristics of resilience emerged as themes that influenced retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation?

3. What characteristics of self-determination emerged as themes that influenced retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation?

Participants

The purpose of this section is to describe (a) who participated in the study, (b) how the participants were selected, and (c) how many participated in the study. The targeted sample of this study was comprised of three African American females who were classroom teachers before, during, and after desegregation. The participants were selected because they were classroom teachers who best fit the criteria that needed for the collection of experiences and perceptions of segregation, desegregation, and integration. The participants' ages varied from 74 to 85 years old. In addition, it was crucial to understand the time constraints of some of my participants who taught during this period prior to 1964. Therefore, time was of essence to interview and to follow up with these particular participants. The voices, memories, and experiences from the three African American participants were absent and ignored in scholarly educational research (Morris, 2001; Tillman, 2002).

As a result of an informal conversation with a district employee in Navasota, I was provided with a list of both African American and Anglo American teachers who taught in the school district when it was segregated and during the desegregation and integration time period. The list also included both potential male and female participants for my research who continued their teaching career after 1964 until they retired from education. This list served as a viable resource as a form of community

nomination for my participant selection (Foster, 1989). Community nomination, which is akin to snowball chain sampling, was used to select the three former African American teachers who were my participants (Foster, 1989; Tillman, 2002, 2004, 2006). The use of community nomination for the identification process was specific to the cultural knowledge of the participants in my research study in the particular context of African American teachers and desegregation (Foster, 1997).

But, for my study, only three African American female teachers were selected who taught prior to, during, and after desegregation in the rural school district. The selection site, Navasota, Texas, is a small rural town located in Central Texas situated to the west Houston and south of Austin. In the school district, these teachers taught in an all-Black school located in Navasota Independent School District in Navasota. All-Black schools typically had a limited number of teachers that taught multiple grades and performed a variety of tasks outside of the classroom. Based on the community nomination list, there are only four African American teachers who taught in Navasota ISD during the time period of segregation, desegregation, and integration and met the requirement for my research. Therefore, there were only three selected African American teachers who served as reliable data sources for pertinent information needed to facilitate the study. The fourth potential African American teacher could not be reached for interviewing purposes. She also declined participation through one of the participants citing that she was not interested in participating. This one individual who declined participation had a wealth of information and would have been the ideal candidate because she was the only participant who worked as a classroom teacher at the

Black school and was a classroom teacher until her retirement from the integrated school. Once I made contact with the possible participants, a recruitment script (see Appendix E) was read to them to serve as an introduction. This transcript served as an introduction to the research and my research interests, as well as requested permission for participation in my study. All of the individuals who eventually became part of the study still reside in the community and are active in community and church events. Table 4 below indicates the participants' demographics. Biographical sketches for each of the participants are provided in Chapter IV in an effort to allow the reader to develop a sense of who each participant was on a more personal level. This illustration of the participants' backgrounds allows for a better understanding of how their age and gender was relevant for this study. Moreover, these former teachers taught during a time period in history of significant adversities and challenges. Sharing the experiences through these African American participants will add a crucial perspective to educational research and history that has not been exposed before.

Table 4

Participants' Demographics

Name	Age	Career Title before Desegregation	Career Title after Desegregation
Lillian Williams	74	Third Grade Self-Contained	Junior High School Counselor
Dorothy Jackson	82	Third Grade Self-Contained	Junior High Basketball Coach and PE Teacher
Verdell Jessie	85	Second and Fourth Grade Self-Contained	Elementary Special Education and Home Bound Teacher

Note: All of the participants taught in self-contained classrooms at the elementary level. The participants may have taught one grade level one year and another grade level another year.

Table 4 is provided to give a comprehensive picture of the participants' teaching experiences and the actions following the process of school desegregation with regards to their teaching positions. Each participant had broad range of experiences after leaving all-Black elementary campuses and entering the integrated schools in the district.

Instrument

According to Lincoln and Guba (1985), the primary instrument of research for naturalistic inquiry would be the researcher himself/herself. As the primary instrument of my research, "narrative researchers base their inquiry on intensive interviews about

specific aspects of people's lives rather than on conversations in specific organized contexts" (Denzin & Lincoln, 2005, p. 659). The relationship between the researcher and interview questions is detrimental in collecting the intricacies of human thought and the power that the participants' stories shared though intensive interviews. The process of interviewing helped make meaning of the data by listening to the participants' voices and stories that reflected on the political, social, and cultural contexts that surrounded their teaching experiences before, during, and after desegregation. I developed an individual interview protocol that was validated through a pilot study with African American female teachers. The purpose of the pilot study I conducted was to ensure the validity of the real study. Glesne (2006) described the use of a pilot study to test several aspects of the proposed research. The pilot study helped to learn about the research process, to appropriately ask interview questions, and to become better informed about the research topic. A revised interview protocol included 37 modified questions, as shown in Appendix B, from the original 45-question interview protocol used in the previous research studies of Polidore (2004) and Taylor (2009). The original interview protocol focused primarily on the characteristics of resiliency and teacher experiences. The revised interview protocol included eleven-interview questions specific to the characteristics of self-determination. The integrated model of the original and revised interview protocol addressed the characteristics of resiliency and self-determination as well in order to answer the research questions presented in this study.

To check the validity the interview protocol of the study, a pilot study was conducted. The interview questions were piloted with two African American female

teachers from a rural school district who were not participating in the study with the intent to obtain face validity of the questions. Teachers' perspectives through data collection were gathered from semi-structured interviews with open-ended questions utilizing a narrative inquiry technique. This process allowed the participants to reconstruct their past stories and experiences for an understanding of events through a purposeful dialogue between me and my participants. Consequently, conducting the pilot study enlightened me to know that by necessity, my study sample would be small (maybe four teachers), but it would be purposeful. The pilot study allowed me to fine modify my interview questions so that they could clearly elicit more responses related to the information that I was seeking as well as testing my proficiency in interview techniques (Bogdan & Biklen, 2003).

Data Collection

The types of data can be grouped into four major categories – "observations, interviews, documents, and audiovisual materials" (Creswell, 2007, p. 129). Qualitative data were also explained as information which could be "conveyed through words [the collection of data is about] asking, watching, and reviewing" (Merriam, 2009, p. 85). The method of data collection can vary according to the particular research approach (Creswell, 2007), and interviews were used for the data collection intentions of this study. Narratives were collected from the three individual participants based on their individual interviews.

The three African American participants were interviewed after a pilot study and after my research study had been reviewed and approved by Texas A&M University's

Institutional Review Board (IRB). Each of the participants were identified and contacted via the processes indicated in the IRB approval (See Appendix D). Each participant was initially contacted via telephone from the community nominate information. Introductory information about the researcher and research study was shared with each participant using a telephone contact script (See Appendix G). After speaking with each participant via telephone, the participants and the researcher agreed upon a date, time, and location for the interview. The interview process began with individual interviews that were scheduled for 30 minutes each for three separate sessions. Individual interviews were held in the homes or places of employment of the participants of convenient for them. Two participants chose to meet at their place of employment (business owner and community center) whereas the other participant chose to meet at her private home. Even though the initial interview process was scheduled for three separate interviews, the participants were eager to discuss their experiences and opted out for just one interview with a follow-up interview before data analysis. The interviews ranged from one hour and 12 minutes to one hour and 46 minutes. In all cases, the participants were asked to sign and were provided with a copy of the informed consent form (Appendix D). Participants who agreed to be tape-recorded gave their consent and permission as indicated on the informed consent form.

Semi-structured interviews with open-ended questions were used to access the participants' narratives with their history, background, and experiences (See Appendix B). The method of data collection was rich in context and meaning derived from the interviews from the participants. The semi-structured questioning method allowed for

me to ask specific questions related to my research questions, but also provided flexibility to ask probing questions as well (Bogdan & Biklen, 2003). The interview protocol is included in Appendix B. The interview questions had three purposes: (a) to seek background information about the participants, (b) to seek out the participants' experiences while teaching before, during, and after desegregation, and (c) to seek out any other relevant information and experiences that the participants wanted to share. Basically, the interview questions were designed to begin the interview process seeking general information before moving on to more specific questions as the interview progressed. Information that was more specific to the contextual content was deliberately embedded into the some of the interview questions (Bernard, 1988). By asking basic questions at the beginning of the interview, it allowed them to be more comfortable in speaking with me and to establish context for the participants. The basic questioning also allowed me to establish a rapport with the participants as we began to engage in natural conversations.

After each interview was completed, I documented in my notes any occurrences and descriptions of the interview atmosphere. When I transcribed the audiotapes of the interview, I was able to use my notes to refresh my memory and to relive the interview session again identifying any significant pauses or instances specific to our conversations. Copies of the transcripts from each participant was reviewed with them during a second interview session. As a member check, each participant was asked to review their interview transcript for any error on my part. The participants were also informed that they could request that any portion of the manuscript be deleted and that

they could contact me if they had any questions or wished to clarify or add to their comments. A thank you note and a small token of appreciation was given to each participant thanking them for their participation and their time.

To allow for more secondary data, I invited each participant to share any archival documents or memorabilia that they had and wanted to include in the study. Archival documents could include "public records, personal papers, popular culture documents, visual documents, and physical material and artifacts" (Merriam, 2009, pp. 162-163). Archival documents including school district and city of Navasota records were carefully analyzed to help capture some of records from this time period. Two of the participants shared documents for the study. During the interview, one of the participants, Mrs. Jessie, excused herself so that she could retrieve documents that she mentioned during the interview. Archival documents that she shared were visual documents, personal papers, and public records before, during, and after desegregation. By introducing various data pieces and reviewing the data from different perspectives, credibility, dependability, and a "thick description" (Creswell, 2007, p. 204) emerged. It was important to note what information about the desegregation process was shared with the school district and community. Just as capturing the life stories of the African American teachers' experiences from the interviews, the archival documents also shared another account of the changes that were taking place in this rural community before, during, and after desegregation.

Data Analysis

Narrative analysis was chosen to allow the participants to share their own stories. Over the last several decades, the use of narrative analysis has been increasingly applied to educational research (Bogdan & Biklen, 2003). Narrative analysis used the stories the teachers told and analyzed the stories in a way to help understand the meanings of their experiences and perceptions that were revealed in the stories. Geertz (1973, 1988) reported that narrative analysis is used to obtain thick descriptions or detailed, micro-level information that recognizes that each person has a unique story to share. By using this method of inquiry, I was provided an opportunity as a researcher to listen and learn from the participants whose experiences had not yet been documented. For the intentions of this research, narrative analysis of the participant responses was used "as a means of accessing human action and experience" (Merriam, 2009, p. 34). As a narrative researcher, rather than undertaking the research with preconceived expectations regarding what would be revealed or what the participants might convey, the narrative inquiry method allowed the participants to inform the researcher. Understandings and interpretations emerged from the stories that were told using grounded theory (Glaser & Strauss, 1967). Researchers have used grounded theory as a comparative method to compare data with data, data with categories, and categories with categories (Denzin & Lincoln, 2005).

The goal for this research design strategy was that the data analysis was "done in conjunction with data collection" (Merriam, 2009, p. 178). While the data were being collected, notes were also written to make remarks or comments that were interesting

and/or thought provoking. A large amount of information was generated from a small sample of the population. The information from the interviews was transcribed verbatim. Notes of relevant information from the interviews were made while reviewing and transcribing the interview recordings. The pre-selected themes were analyzed and referenced to how the participants' responses were correlated to the study's research questions based on the constructs of resiliency and self-determination. The pre-selected themes, resiliency and self-determination, derived from the literature and the two previous dissertation research studies that I was replicating were utilized as the theoretical framework for my study.

The data were analyzed using narrative strategies that focused on the intricate details of each participant's voice and words about their teaching experiences. According to Denzin and Lincoln (2005), grounded theory provided the chance for the researcher to remain in close proximity to the research while simultaneously processing the data by (a) analyzing the collected data, (b) cultivating ideas about the participants meanings and worldview, and (c) keenly pursuing data to verify and refine the emerging conceptual categories that could lead to the development of theoretical concepts. Participant responses were placed into descriptive reports using their actual words, voices, and experiences that were shared during the data collection process. The narratives of the participants' voices were organized into small pieces of information before searching for patterns or pre-selected themes across the body of collected data. The analytical process involved identifying text to be coded, creating and/or finding existing categories, and then coding the categories (Richards, 2015). After the interviews

had been transcribed, the process of coding and making notations, next to the information seemed to be relevant to the research (Merriam, 2009). Analytical coding led to theory substantial foundational support for my two theoretical constructs, resiliency and self-determination. A matrix was used to organize and assist in coding the interview data for my cross-case analysis (See Appendix A).

Glaser and Strauss (1967) suggested that cross-case analysis opens a deeper understanding and explanation of themes that emerge from each participants' narratives and from the established patterns that were grounded in the context and from the theoretical frameworks. Cross-case analysis allowed for more in-depth and complex descriptions supported by significant explanations (Miles & Huberman, 1994). In addition, cross-case analysis was chosen because the research study involved narratives from three participants; and it was used to highlight the processes and outcomes, to illuminate specific outcomes in which the findings of the research occurred, and to assist with formation of general categories of how the conditions of each participant were related (Miles & Huberman, 1994). Cross-case analysis allowed for the exploration of the specific content of the participants' responses to the interview questions and views, but it also allowed for the chance to take note of the relative frequency with which different experiences were shared and to the specificity in which the experiences were expressed. More so, this strategy helped recognize the commonalities among the diverse stories that provided insight into their socially shared experiences. These expressed experiences and views were later examined for validity and reliability to create a plausible and empirically grounded account from the multiple sources.

Validity and Reliability of the Study

Validity appears different across research paradigms that even when corroborated, the research paradigms appeared dissimilar (Gall et al., 2003; Glesne, 2006; Lincoln & Guba, 1985; Marshall & Rossman, 1999; Schwandt, 2007). Therefore, when considering the research design, I was aware that threats to validity could arise. As well, internal threats such as bias, negative or discrepant information, and limited experiences with participants could run the risk impacting the consistency, trustworthiness, authenticity, and credibility of the data (Lincoln & Guba, 2000). For example, in the case of this study, negative or discrepant information could have been contradicting information from the teachers' experiences and what was recorded in school and city archival documents.

To help eliminate or reduce qualitative validity threats, I implemented the following strategies: member checking, peer reviews, triangulation, and trustworthiness (Creswell, 2007). Member checking is a technique that allows the participants in the study to review the data, analytic categories, interpretations and conclusions (Lincoln & Guba, 1985). The primary data for the study were collected through a series consisting of an interview with one follow up interview with the former teachers to confirm and validate the information presented. I used member checking in this manner that allows the participants to review my data, analytical categories, interpretations and conclusions (Lincoln & Guba, 1985). Each participant was asked to verify the accuracy of his or her transcribed interview and focus notes. In addition, I used peer reviews to discuss my findings with impartial colleagues who have experience with narrative inquiry research

to hopefully provide insight and perspectives regarding the analysis of my data. Triangulation is defined as a multi-method approach that allows researchers to use a variety of methods in different combinations to attain broader and better quality results. I triangulated the data by systematically sorting through the data to find common themes and then eliminating overlapping areas from multiple sources such as interviews and archival documentation. According to Lincoln and Guba (1985), trustworthiness would take into account that building trust is a developmental task that occurs with each participant and lends to the credibility of the findings in the research process. Trustworthiness was established by obtaining permission from each participant to video and audio tape the interview sessions. Video recordings as well as audio recordings allowed me as a researcher to observe small nuances that would have gone unnoticed during audio only recordings. Participants also had the opportunity to review the video and audio tapes for member checking and validity.

Guba and Lincoln (1981) suggested that an audit trail could be used to ensure reliability of the study by describing the following. According to Merriam (2009), an audit trail describes how data were collected, how categories were derived, and how decisions were made which may support future study replication. Therefore, an audit trail was used in this study to ensure the reliability and to describe how I collected the data, created categories, and made the decisions that support my research.

Summary

In this chapter, I provided the context of the study, research design, research questions, participants, instrumentation, data collection procedures, data analysis processes, and validity and reliability measures of my narrative analysis research study. In my study, resilience and self-determination served as the theoretical frameworks that were the foundation and guide for my research.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Introduction

The following three sections of this chapter represent the individual narratives for each of the three African American female teachers who served as the participants and informants for my research study. The data were gathered through individual interviews which provided an exclusive lens and convincing perspectives of the experiences of African American women through the voices of African American women. A total of 37 interview questions (Appendix B) were used to guide each participant's narratives about their teaching experiences before, during, and after desegregation in a rural Southern school district in Navasota, Texas. As the researcher, I met with participants at their preferred location. The participants were Mrs. Dorothy Jackson, Mrs. Verdell Jessie, and Ms. Lillian Williams. Ms. William's requested that I meet with her at her place of business located in downtown Navasota. The home of Mrs. Jessie was her choice of location to meet for the interview. The local community center that Mrs. Jackson managed was the place that she preferred to meet. The three crucial aspects of human experience – significance, value, and intention – were the basis and primary intentions of the interview questions (Connelly & Clandinin, 1990). First, significance was conveyed through questions about the participant's biographical demographics and general information about themselves and their lives and of their past teaching experiences. Next, value was established through questions related to each participant's current sense or perception of self and of their involvement in education and the community. Finally,

participant's perception of adaptation and influenced was expressed through questions of their intentions to remain in the profession and in the community. Upon completion of the meetings with each participant, each interview was transcribed and notes were taken to record their voices. The transcribed notes from the interview questions were categorized and organized into four distinct concept categories that were aligned with the research questions:

1. Biographical demographics and general information (Questions 1-6)
2. Teaching experiences before, during, and after desegregation (Questions 8-21, 25-28)
3. Perceptions of adaptation and influence (Questions 7, 22-24)
4. Perceptions of self (Questions 10-11, 29-36)

The first category, bibliographical demographics and general information, was to provide an introduction of each participant and to provide a brief background as a foundation of who they were as people and where they came from. Participant's individual histories gave a glimpse into their cultural and historical selves, particularly where they came from. Their teaching experiences before, during, and after desegregation served as the second category, which was the primary focus of the research study and provided answers to research one. The purpose of this category was to address participant's perspective of their experiences as teachers before integrating, while integrating, and after integrating into the predominately White schools and their relationships with teachers, students, administrators and the community during this transition. Perceptions of adaptation and influence were another focus of the research and addressed circumstances, who, what, and how, the teachers were impacted during

the adverse conditions and challenge that they were faced with. The third category was about the characteristics of resilience and the adaptation processes of the African American teachers and how those processes may have influenced their retention can career longevity in the rural community of Navasota, Texas, before, during, and after desegregation. The responses in this category answers the second research question presented in the study. In the fourth and final category, each participant addressed their personal view of themselves and what legacies or contributions they felt were significant to them. The responses to this category answered research question three. Each category provided insightful and valuable to the context in this study. Both themes of resilience, as defined in Polidore's (2004) and Taylor's (2009), resilience and self-determination were acknowledged and emerged throughout each of the teachers' narratives and voices and were identified in each of the four categories.

The participants' perspectives described their teaching experiences before, during, and after desegregation in a rural southern school district. The descriptions provided were similar in details while they performed their professional duties as educators. As I had not been introduced to either participant prior to our interview sessions, I extended much respect for them based on the great stories and insights that I had heard about them in the community while I was employed in the district. My relationship with the participants was only from the lenses of the people that I worked with that were either related to or had worked with them in the school district. During each interview I maintained integrity and focus of each teacher's perspective so that my own perceptions and perspectives did not bias their oral narratives. A written narrative

from each participant is presented in the following three sections of this chapter is dedicated to their voices shared with me.

While consciously listening to the participants, I was able to learn new perspectives about myself as an African American female educator who had once worked as a district level administrator in the same district that they worked in as teachers, as coaches, and as administrators. The most compelling reflection after the interviews occurred when one of the participants asked me how I "felt" being integrated into the district. That is when I became aware as a researcher that it was critical for me to be aware of the need to control any bias and to remain focused on the teachers' perspectives and not my personal perspective.

This next section of this chapter begins with the voice of Mrs. Dorothy Jackson. Subsequently, Mrs. Verdell Jessie and Ms. Lillian Williams voices are shared in the latter sections of this chapter. Each participant's voice provided a collage of vivid images and landscape of their lives and experiences.

The Voice of Mrs. Dorothy Jackson

The following is an individual report of the responses given by Mrs. Dorothy Jackson. The original questions (See Appendix A) were collapsed into four categories. Those categories are as follows:

1. Biographical demographics and general information (Questions 1-6)
2. Teaching experiences before, during, and after desegregation (Questions 8-21, 25-28)
3. Perceptions of adaptation and influence (Questions 7, 22-24)
4. Perceptions of self (Questions 10-11, 29-36)

Each category was examined using the verbatim transcript interview of Dorothy Jackson who is pictured below.

(Photo used with permission of the participants.)

The interview with Mrs. Dorothy Jackson occurred at her workplace where she works as a manager along with her husband at Navasota's Community Center for the elderly. Her husband, Darcel Jackson was also a former classroom teacher at the Black school and a former athletic coach at the White school.

Biographical Demographics and General Information

Mrs. Dorothy Jackson was born in 1933 in Navasota Texas. Mrs. Jackson's parents were laborers in Navasota, and her mother was the person that influenced her the most, she said "she just encouraged me to study hard and to try my best and work hard and anything reach for the highs always have a goal and reach for that particular goal." Mrs. Dorothy's education began at George Washington Carver in the town of Navasota,

the school housed both grades one through eight and grades nine through twelve. She also attended Wiley College in Marshall, Texas. Mrs. Jackson mentioned:

> Not only my parents but, the neighbors, the church parishioners and the community helped keep the kids on track, they made sure that the children of the neighborhood stayed focused and that we did our best. The involvement from the community made me feel that there were others that cared and were concerned about me.

When Mrs. Jackson was asked about the activities that she participated in her community, she mentioned that vacation bible school was one of the only activities that she was involved in her community. Basically, because the only other activities were school ones such as basketball or softball, sports.

Teaching Experiences Before, During, and After Desegregation

Mrs. Jackson taught a total of 32 years in Texas public schools from 1956 to 1988. She started her career as a substitute teacher in 1956 at the Black school, Carver she did this for one year then went one to teach full time. When asked how she felt when she learned that the schools were to desegregate Mrs. Jackson response stated that she was reluctant because:

> At first, when I started working during desegregation I was excited I figured that we would be exposed to the same thing as the others. During the time we were in school we all admired how the White school would have different activities, activities that we at the Black schools did not have. But, it felt like we weren't on the same pedestal that they were. The White school students were participating in

> rodeos, stock shows and all types of activities that the Black schools students weren't participating in

Mrs. Jackson was asked about any differences and similarities in teaching before and after desegregation. She confided that:

> I remember that I taught third grade one year at Carver then I was moved to physical education at Navasota junior high and that's where I retired from. While at the Junior High in Navasota I interacted with all the children Black and White since it was when I started the girls' basketball team. I think that there were few differences everybody seemed to try to adjust. One difference was that I started a basketball program for Black and White girls in Navasota since, Navasota only had a track team. One other difference was that it seemed as if you had a little more freedom a little more what's the word I want to say when I went to the integrated school where I was because when I was like be more observant and all like that but when I went over to the to the Junior High it was different it seems like we were more relaxed and the atmosphere that everybody was just lose and free and nobody was observing you to see what you would do or anything like that.

Perceptions of Adaptation and Influence

During the interview, one of the questions asked was concerning how Mrs. Jackson decide to become a teacher. Her decision also had a lot to do with the need for Black teachers to become a teacher was inspired by her first grade teacher. She determinedly decided that she wanted to become a teacher because she wanted to be

strong like how her first grade teacher, her decision also had to do with the fact that it was the opportunity that was available for Black individuals, Mrs. Jackson said:

> I've always, well my first grade teacher everybody thought she was the meanest and most hateful person going but, somehow they always said she liked me and I said not really I think it's because I didn't give her any lip. I wasn't hard to discipline or anything like that because, I was afraid of her and that particular lady she inspired me I said when I grow up I want to be just like Mrs. Ruth Walker I want to be a teacher and I want to be a leader and I want to be strong. Mrs. Jackson went on to say that the individuals that influenced her or that she relied on the most to continue teaching. She said I guess my mother but, that was something that I always; you know we were going along with the opportunity that was available for Black people, becoming a teacher and uh I always wanted to be a teacher. I wanted to be like a teacher that I had Mrs. Gooden she was from Madisonville. I think and she was the ideal person for me and she taught me in the third grade or something like that and I always said I want to be a teacher like this lady the kids just adored her. But ultimately it was my mother and my husband that influenced me to stay in the career; my mother convinced me to start the career and my husband convinced me to stay in the career.

Perceptions of Self

As we discussed questions about whether she was prepared for the transition from segregated to a desegregated school Mrs. Jackson expressed that she didn’t do

anything different because she perceived that she was ready and could accomplish anything she said that:

> Her grandmother would always say "there is no one better than you, you have and you can maintain yourself high; keep that in mind". Some of my friends mentioned that they felt as though they (the White school) were going to put more pressure on them. But, I was happy because integration was gradual we were about the second or the third ones to start integrating. At first there were three or four Black teachers that were moved and then the next year there were others moved until total integration which lasted a few year.

When she taught at the Black school Mrs. Jackson was the third grade teacher at Carver as well as the girls' basketball coach. The girls' team at that time did not play against any other teams. Once Mrs. Jackson integrated to the White schools she became the PE teacher and coach of the integrated basketball team which, had both White and Black girls on the team.

The Voice of Mrs. Verdell Wesley Jessie

The following is an individual report of the responses given by Mrs. Verdell Wesley Jessie. The original questions (See Appendix A) were collapsed into four categories. Those categories are as follows:

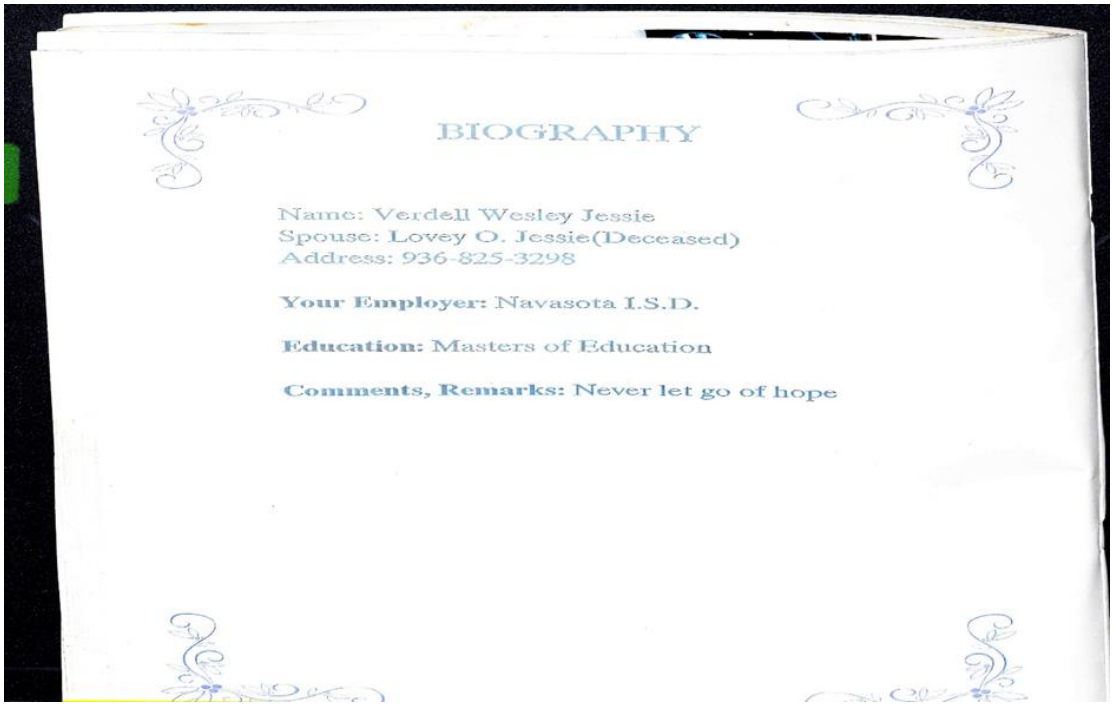
1. Biographical demographics and general information (Questions 1-6)
2. Teaching experiences before, during, and after desegregation (Questions 8-21, 25-28)
3. Perceptions of adaptation and influence (Questions 7, 22-24)
4. Perceptions of self (Questions 10-11, 29-36)

Each category was examined using the verbatim transcript interview of Verdell Wesley Jessie who is pictured below.

(Photo used with permission of the participants.)

The interview with Mrs. Verdell Wesley Jessie occurred in the privacy of her own home. When I reached out to her to participate, she did not want to meet at the local library or a pastry shop to talk over coffee. Mrs. Jessie insisted that we meet at her home and that she would love to "entertain me at her place." When I arrived, she was peering out of the front patio as though I there was a delivery of a very important and special package. I could hear her talking through the glass telling me, "the door's open, come on in." Needless to say, with my southern manners, I still knocked on the door requesting permission to enter. She came to the door and said, "I told you to come on in." At that point, I knew that this interview was going to be a lively one. She apologized for not

finishing with her chores of cleaning house before escorting me to her living room that was filled with mementos and pictures of family and friends. After reviewing the interview protocol with her and receiving her signature, I asked if there were any questions before we began, and she smiled and said, "no, Sweetie" with the biggest smile on her face. Once the interview began, Mrs. Jessie could not resist excusing herself during the session to retrieve pictures, school bulletins, old newspapers, and any other archival document that she could find to share with me to illuminate her stories. Figure 1 represents one of the mementos that she shared with me during one of her many "exits" during our interview. The memento describes her true essence as depicted by her former college classmates.


BIOGRAPHY

Name: Verdell Wesley Jessie
Spouse: Lovey O. Jessie(Deceased)
Address: 936-825-3298

Your Employer: Navasota I.S.D.

Education: Masters of Education

Comments, Remarks: Never let go of hope

Figure 1. Prairie View A & M University 50th College Reunion.

Biographical Demographics and General Information

Mrs. Jessie was born in Bremond, Texas over 85 years ago. When I asked her what year she was born, with a chuckle, she told me to do the math and figure it out. After finishing my quick math lesson, I calculated that she was born in 1930. She laughed and agreed with my answer before we proceeded with the interview questions. She shared that at the time her grandmother lived in Bremond and was married to some man whose last name was Hart; but she did not know him well. Her grandmother's sister lived in Bremond as well. Mrs. Jessie shared that her mother and father went to Bremond so that she could be born. During her time in Bremond, several siblings were born before the entire family moved back to Navasota. For a moment, she smiled as though some fond memory had just come to mind. Then, Mrs. Jessie said:

> I had other brothers and sisters and she [her mom] had brothers and sisters that I use to follow to school, and I can remember singing "Stormy Weather" at school. Have you ever heard "Stormy Weather? [Mrs. Jesse started to hum the song "Stormy Weather"].

As we returned to the interview, she stated that she and her family returned to Navasota. She indicated that she remembered going to first and second grade in Navasota just as her siblings had. Church and religion was important to her mother. According to Mrs. Jessie, her mother had so many children that she sent them to the closest church; she was Methodist, and they all grew up Methodist. The church was within walking distance. Her daddy did not go to church. He was a gambler and worked out of town most of time. He was a Christian after he joined the church upon finishing

high school in Navasota from George Washington Carver High School at the age 16. Mrs. Jessie explained that when she attended Carver High that:

> Sometimes a long time ago, schools would go to the 12th grade, then they went to the 11th and somehow or another, you kinda skipped a grade. Somewhere I don't know exactly what happened; anyway I was 16 when I finished high school. And like I had a job every day after school.

After sharing her graduation experience with me. She shared what events took place after she graduated from high school. She began her story by saying:

> I took a job right over there, cross over there, through the woods…. I started babysitting and umm... at 16 I finished high school and I went to Galveston where I had an aunt [living there]. I worked at Jack Hotel and 3 hotels. Hotel jobs were easy to get even if you didn't have a degree cause you don't have to have to go when you don't want to and you can leave when you want to when you don't have references. The next one [hotel] was the White House in Mississippi where I had a cousin that had gotten married and they lived in Mississippi. She was a Wiley graduate and her husband was a Wiley graduate. And after I got married and finished college and didn't have a job, my husband was in the service; I went out to California where his people were. They migrated from the country [Navasota].

Even though her mother did not work, education was very important to Mrs. Jessie's parents. All nine of their children graduated from high school, and most of their children went to college. She said that her mother graduated from high school; but with

seven or eight children she couldn't go to college, and nobody would keep seven or eight children. Mrs. Jessie stated that there were would either be seven or eight children in the household at one time because there was a child born every year. So, unless all of the children were in school all day, there could be at least seven or eight children in the house at one given time. There were five girls and four boys in her household. Two of the boys went into the service like their dad. The other two boys did not go, and she told me that "I sure do hate that they didn't go." The two brothers that did not go into the service like their dad did nor did they attend college. Mrs. Jessie did not explain as to why they did not go into the military. Mrs. Jessie knew that her brothers had potential and because they chose not to do anything productive with their lives, they were not as successful as the rest of their siblings.

As the interview continued and we spoke about who influenced her the most as a child. Mrs. Jessie talked about her Sunday school teachers and her mother. As we continued we discussed the activities that were available in the community and which activities she was involved in. Mrs. Jessie participated in Sunday school and there were Sunday school institutes that all the Black community participated in but there were no Whites involved. Mrs. Verdell said:

> We didn't have a Boy Scout we didn't have a Girl Scout, what other activities could you be involved in I didn't play sports I never could even hit a ball with a bat. I hit the ball with a plank, well somebody hit it and I run we had what you call it scholastic league. I don't know if you've ever heard of that or not I participated in the speech part speaking and if you win you go over like to

> Brenham. UIL, I can remember learning 'If' by Rudyard Kipling. I've forgotten it by now. Sunday school church that's mostly what you were involved in I don't know if I was even maybe a cheerleader at school, football no I wasn't a cheerleader I was just with the group yelling I never liked that part.

Teaching Experiences Before, During, and After Desegregation

When asked when she started teaching, she reminisced about her teaching days before segregation at various Black schools outside of town, mostly out on the plantations. Mrs. Jessie taught a total of forty two years in public schools. She started her career in 1952 and retired in 1994. After she retired she continued to work in the public schools as a Homebound VAC teacher in special education, so she technically worked until the year 2000. As she giggled she said:

> In 1994, I retired but, I stayed at school; they sent me home that means when they hire somebody in your place. Oh, I had already retired. I worked in special education. I worked at homebound visiting VAC teacher after we integrated I taught special education for a few years in the classroom and then something happened I can't remember what happened I was demoted or whatever you call it to homebound visiting and VAC teacher and I just thought it was awful but I was a rabbit in the briar patch. A rabbit in the briar patch do you know the story of the rabbit. Who caught the rabbit and begged them to throw him in the in the Briar Patch don't kill him just throw him in the briar patch (laughing) because that's where his home was. Do you know what a briar patch is? I have to show you some briars. Well when I became the VAC teacher, homebound teacher, and

visiting teacher I did homebound with pregnant girls for 10 years. that mean the girl went home and I was the liaison between the teacher and the girl I picked up the lesson carried it to the girl the girl did the lesson I carry back to school and she got some more lessons I think I did more lessons then the girls did trying to keep them back in school cause they were out of school for six weeks they don't do that anymore and there was a bunch of girls pregnant, pregnant Black girls anyway and the VAC is when you put a child on a job and you supervise the person on the job and vocational and then I had the ones that was at home that may be a broken leg same thing with the with the pregnant girls if you are at home sick long term I would still be the liaison between the teacher and the child. I pick up the list from the school I had to put in at least 4 hours a week I spent 2 hours with each child in order for them to get credit from the school. I kept a record I received travel and you have to keep a log where you went addresses and everything whatever you did until you can get back to school. That's what you did and at the end of a I think it was 2000 don't know what year that was I think it was 2000 I came I came home now I had retired in 1994 so how many more years did I work about 6 years I was 70 when I left school.

When Mrs. Jessie was asked about how she felt when she learned that the schools were desegregating she expressed that she felt okay about the desegregation but that at that time the theme was separate but equal and she didn't feel at all that it was equal. She said "separate but equal" that was the theme at that time and giggled. As she proceeded to discuss why she made that comment and to tell me another story:

> But, we weren't equal because we got left overs, we got old books old anything. I mean after they had used it they send you a set of books and them books had 4 or 5 names while some child had already used the book only thing about I felt alright about it's the learning part the kids that you worried about more then you did yourself being treated equally. The grading the children equally the competition how do you explain, my sister could tell you better what year it was because, she had children that went from the Black school over to the White school she has three boys. Her children went to the integrated school after we integrated.

As we continued, I asked Mrs. Jessie what were the similarities and differences in teaching before and after desegregation, she thought for a second and expressed that she had special education and that the students there were predominately Black. But that a long time ago there wasn't any special education services in the Black school all the students were together. Mrs. Jessie went on to state the following:

> You didn't have a special education class in the Black school because, once you integrate they started testing so you end up in special education and a special education class is really predominately Black. You gonna have one or two Whites in there but, most the time you gonna have a bunch of Blacks it's never no more then maybe six or eight or ten or something like this never lots of kids but, they still are predominantly Black. And if you in the classroom you're the boss until they started integrating and putting um what you call in aides they give

you a White aide I don't like a White aide. A White aide don't do nothing but, I think they go back and find fault.

I asked Mrs. Jessie what her description was of a stereotypical Black teacher before desegregation and if that description also described her as a Black teacher in a segregated environment. Mrs. Jessie stated she looked like a teacher, I asked her to give more details and she commented that she would dressed and performed like a teacher, that she dressed professional. She perceived that after desegregation White teachers wore jeans, there was a difference the White teachers did not care how they looked. She went on to say "they talk about you because you dress up but, that the way we worked" The teachers in the Black school dressed up before integration and that was a description of her as noted when she said "girl I dressed!"

When Mrs. Jessie was asked about her experiences with teaching in Navasota, she indicated that after her husband came back from the service, he came back and taught at Carver [the Black school]. Mr. Jessie taught agriculture at schools, the White school and the Black school. According to her, there were other Ag majors in Navasota that could have taught there. But, "somehow or another my husband got that job", she said with a soft giggle. Mrs. Jessie shared that her parents wanted to ensure that she and her siblings attend college. Her parents knew that college provided them necessary tools to be successful and competitive with Whites. In addition, Mrs. Jessie perceived that she work hard and was just as qualified as her White colleagues. But, somehow or another, she never bonded with the White teachers. Also, Mrs. Jessie wanted to share that she never really fit in to the White school. Even though there were a few other Black

teachers on her campus, she still did not develop a relationship with them. Mrs. Jessie spoke about her first faculty picture when she was integrated into the predominately-White school. She shared that "she felt as though she was like in the picture but not really part of the picture" when she was teaching at the White elementary school. With regards to the Black community, Mrs. Jessie indicated that:

> The community that I lived in was Black. The church that I attended was Black. Everything, the schools, Black. Everything that you participated in was Black. Sunday school and everything else was Black. There were no problems. Whatever we had was completely Blacks and Whites weren't really involved.

When I asked when she started teaching, she reminisced about her teaching days before segregation at various Black schools outside of town, mostly out on the plantations. Mrs. Jessie shared her thoughts of teaching classrooms filled with Black students with various learning levels. She insisted that teaching all Black students was something that she was very comfortable with and had been the only group of students that she taught.

Perceptions of Adaptation and Influence

During the interview Mrs. Jessie was asked why she became a teacher. And with a quick response, but with a long story attached, Mrs. Jessie began with:

> Oh my goodness. I don't know, But, I loved home economics and I loved my home economics teachers. We had to and I can remember them both very clearly. I just knew that I was going to college. I don't know how, I knew I didn't know how, I was going to college. But at 16, you're too young to be at home. You can't get a job. What do you do? So, my momma sent me to school I was

influenced by my home economics teacher. I majored in home economics but I never taught it one day in my life, but I have no regrets. At that time home economics had 7 classes I didn't have time to major in nothing else because I took enough library science because being Black, you have to take a lot, you have to qualify for lots of things when you go to get a job because you don't never know what they really going to ask for or what they really need. And anyway, I know one more thing, I was taught to be qualified for more than what I was qualified for because you needed it. And even now, you need to be able to do more than one thing. They still hire you if you're not in your field. A long time ago, you can get a job not in your field because when I majored in home economics, I got out and I couldn't find a job no place because the home economics teachers teach at the high school. And she stays there from eight to ten years long. You don't have many vacancies. All of the vacancies are in the elementary school where you have the younger teachers that get married, have families. The turnover is greater. So, by the time I got I got out of college, I turned back around and went back to school during the summers and took elementary courses. I got a masters and it wasn't in home economics. It was in elementary education because, like I said that was the only place to find a job. It was in elementary. Then I went back to school to take special education to qualify for special education. That's what I taught the last years over there at the White school. I taught special education.

So, then she was asked about the challenges that she might have endured during the desegregation process Mrs. Jessie went on to say that she did not face any challenges because she was a rabbit in the briar patch and the most challenge that she had was going to someone's house that had no bathroom. She went on to voice that you got paid every month even though you were not doing the same thing and not coming in contact with other students except for the ones that were on homebound services. When asked if what or who helped her endure she went on to say "Nothing but the strength from God, I thought it was awful at first, my husband encouraged me."

Perceptions of Self

As we discussed questions about how she prepared for the transition from a segregated school to a desegregated school Mrs. Jessie expressed that she did not do anything in particular. She said that you were prepared and that she felt that the kids were the ones that would come in more contact with the Whites then the teachers would. Her observation of the move was that as teachers they had to pronounce names correctly, they had to speak correctly, she went on to describe a situation where there was a teacher that would come into the cafeteria everyday but would not speak. Mrs. Jessie said:

> You know she would not speak and for Blacks speaking is important isn't it? Don't you know? When we don't speak it usually mean that we don't like you or are angry at you but when you with Whites you don't know exactly what it means. What you think it means is that they don't want to be bothered with you. My husband use to say "well speak to them anyway" I said sometime if you speak it like speaking to a brick wall, he said "speak to the brick wall"

I asked Mrs. Jessie, if she was treated differently within her own community. Mrs. Jessie expressed that there was no difference she was accepted and that everything was fine but, she did go on to say that teachers overall don't receive as much respect now from Blacks as they did long time ago, but you know I was never in any danger there was no She stated:

> Long time ago if you was a teacher I don't think you even have to be a good teacher but you were a teacher and you were respected now after integration something happened to the teacher I don't know what. And you know I was never in any danger, there wasn't a place to be in danger that's why I was a rabbit in the briar patch, other than going out in the country by yourself.

The Voice of Ms. Lillian Williams

The following is an individual report of the responses given by Ms. Lillian Williams. The original questions (See Appendix A) were collapsed into four categories. Those categories are as follows:

1. Biographical demographics and general information (Questions 1-6)
2. Teaching experiences before, during, and after desegregation (Questions 8-21, 25-28)
3. Perceptions of adaptation and influence (Questions 7, 22-24)
4. Perceptions of self (Questions 10-11, 29-36)

Each category was examined using the verbatim transcript interview of Lillian Williams who is pictured below.

(Photos used with permission of the participants.)

The interview with Ms. Lillian Williams occurred in her place of business, a small clothing boutique and antique shop nestled in the middle of downtown Navasota. Her boutique was surrounded by mom and pop stores, antique stores, the post office, and other commercial business that have been in establishment for decades. Ms. Williams shared that she has owned the business long before retiring from the school district.

Biographical Demographics and General Information

Ms. Loretta Williams was born in 1940 in Lamar County Paris, Texas. Lamar County is located in the northeastern corner of Texas, on the Oklahoma border. Ms. Williams's father was a minister and her mother did not have a specific job, she often worked part time. Ms. Williams gave credit to various adults as being the most influential individuals in her life as a child. Among those were her mother and father and her teachers. The elementary school that Ms. Williams's attended was in a small area in

Blossom, Texas. The school had grades one through eight and for high school she was bussed to Paris Texas for grades nine through twelve. She also attended Bishop College in Marshall, Texas majoring in business education with a minor in elementary education Ms. Williams mentioned:

> Later, I got a security position while I worked at Hawkins Jarvis Christian College for a year. It didn't pay enough so I left and moved to Navasota, Texas and upon arriving in Navasota I needed to complete a degree for elementary education because, that's what I got a job in so, I went to Texas Sothern University and completed my degree in elementary education and continued to work in Navasota.

Ms. Williams's community activities were different from the community in which she grew up in Paris, Texas where, she didn't experience any Hispanic individuals. When she relocated to Navasota it was the first time she had been exposed to the Hispanic community. Ms. Williams sensitively made the following comments:

> When I first, came here to Navasota my experiences living here were different. I suppose they were different because, from what I had experienced at home in Paris number one, we didn't have Hispanic people in Paris. So, when I came here to Navasota and I saw all these different people, I asked, who are these people? What are they about? Ahh, lingo...., one student that was a mixed student came back crying to me saying that the other student called him a pepper belly! It insulted him and he was crying. I said baby go get on the bus I said we will deal with this tomorrow. But I had to go and ask another teacher what was a pepper

belly. My first three years here it was awkward it was kind of like being out in a rural area. There were no White out there as far as school was concerned. I did not encounter any Whites but, some of the things that people told I couldn't believe they said it was like plantation living and since I didn't believe it they took me out there to the store and they showed me the kind of life that my subjects meaning students are experiencing. I taught third grade when I first came here I lived in Navasota and as far as living in Navasota it was no different than living in Paris I came to town I'd encounter Whites but I had never encountered Hispanics. When I come across them I kept walking they kept walking okay you know they were people and I'm just people I didn't feel any different I didn't have any close relationship with them there I didn't have anything here so that's kind of the way that it was.

During our conversation concerning activities that were available to the community, there were words such as 'cliquish', and 'suitcase teacher' used. The community didn't have a lot of activities other than church activities. Mrs. Williams participated in church activities because she considered that the rest of the community was cliquish and that she was not accepted in those groups, she stated:

I was involved in church okay you have to understand I don't know if it's like that every place but, in Navasota it is cliquish among Black people as well as Whites. They already have their little groups formed and you don't get in. I was labeled when I came here, no one knew me. I didn't know anyone. I had never been here I've never been this far from Paris Texas. I had only been from Paris to Marshall;

> Greenville, Texarkana that was my surrounding. I came here for a job and I was met with hostility from my own people I was labeled a suitcase teacher. I asked a friend of mine, what do they mean by a suitcase teacher? You came here with a suitcase my clothes in a suitcase. They figured I worked here a few years pack my suitcase and leave that's a suitcase teacher. So I was not well accepted in Navasota and still am not today I would say that I have a closer and better relationship with more Whites than Blacks. That puzzles you? Most Blacks still don't, for some reason accept me.

Teaching Experiences Before, During, and After Desegregation

The questions pertaining to Ms. Williams's teaching experiences indicated that she taught approximately ten years in the classroom and that she spent time the rest of her career as a school counselor. Ms. Williams began her teaching career in 1962 at Allen Farm, where she taught third grade for three years she then moved to Carver where she taught fifth grade for a total of five years after that five year period, 1968 is when the volunteer crossover for desegregation began. Ms. Williams taught in an integrated classroom approximately four years and then she applied for the counselor position at the White school. Ms. Williams was in the public school system a total of twenty six years, she began her career in 1962 and retired in 1988. Ms. Williams went on to discuss the circumstances that covered the reason why she went from being a classroom teacher to becoming a counselor. Ms. Williams stated that after teaching approximately four years in the integrated schools she applied for the counselor position. Figure 2 represents Ms. Williams as a classroom teacher.

She shared that:

> I received the position (hesitation) with a lot of opposition. I worked as a counselor until I retired in 1988. But, the first year was very traumatic, the principle didn't want me because I was Black and there were those who felt as though I couldn't handle the job. So, it was a challenge but I did it. The next year, I said I'm going to stay here to show them that they're not going to run me away and show them that I can do this work. After two years I went in and asked to go back to the classroom and it was refused. And so I went the next year and asked again and it was refused and so I didn't ask again. Why did I have to go back to the classroom I know that was your next question (smile) because, in the office I had to deal with the faculty the parents the administration and the kids. In my classroom it was my children, their parents and me. It was a matter of going to work at 8 o'clock and going home at 4 o'clock with a bag of papers. In the office, it was a matter of going to work at 8 o'clock to take care of all the details and after everybody's gone you can sit down and start doing your work from 4 until 8. So you see why I wanted to go back into the classroom. But, I was considered and administrator when it was convenient for them and then considered support staff when it was convenient. You now I stayed at Carver until we were forced into integration which I believe was 1971. I taught at Allen Farm and Carver which were both Black schools, and they had another school in another direction I am not sure it was one through eight like Allen Farm, but it was called Courtney or something. I tell you I have been here all these years but I

go to church and the store my store, this store and them home I don't know a lot of people.

Figure 2. Ms. Loretta Williams as a classroom teacher

When I asked Ms. Williams how she felt when she learned that the schools were to desegregate Ms. Williams stated, as she smiled:

> Actually, I didn't really think about it a lot. At first, when the move was going I thought that probably this was a good thing for the kids. But, (pausing to think) I didn't really know what to expect. In the process I was a teacher, I worked with the kids even though it wasn't my first choice. I was just in the back of my mind thinking that things would just keep going the same way.

So, I went on to ask Ms. Williams if there were any differences and similarities in teaching before and after desegregation, there were a few themes concerning her answers. One was that at the Black schools the teachers took care of the children, she felt as though the children were her own. Another theme were some of the differences from the actual school requirements and some concerning discipline of the student. Ms.

Williams shared the discipline in the schools changed because, in the Black schools teachers were able to handle their own discipline issues but, after integration the teachers no longer had the same liberties, there was no paddling allowed. Ms. Williams recalled:

> In the Black schools, as teachers, my children and I call them mine because they were with me more than they were their parents during the wakened hours. They belonged to me, they're needs were to be met by me no matter what they were. In the Black schools, teachers, not just me we took care of our children, Black children. Not 100 percent of us, you're always going to have some bad apples; but for the most part. Whatever our children needed, we made sure that they got it. If it were a child whose parents could not afford to buy them shoes, we bought them shoes. Whatever these children's needed… I disciplined the Black children as though they were my children in my house. I even had Black parents who would say 'make her do this, make him do that' speaking of one of her own children. We had a relationship in a manner. The Black parents knew if I whipped that child he deserved it and whatever I did to that child he deserved it. According to Black parents there was no conflict. The only time that I had a parent to come up, and I thought what did I do to that child, she came because, not to get me but, to teach me how to whip her kids, she had a strap with her. I had a kid in my room that, they would sit at her house and laugh, talk and play talking play and they laughed at me. They talked about me because, they said, that if I try to whoop them, some would say that they got more licks than they did because I did not know how to whip them. They laughed about me and

> they talked about me and they loved me. The parent heard them talking, and she brought me this strap and she took me outside to show me how to use it. I'm saying that to say that parents didn't come to school 99 percent of the time with animosity.

We continued to talk about other differences that she might have experienced. Ms. Williams talked about the ability to make copies for test at the integrated school which was not something that she could easily complete at the Black schools. “At the Black schools you could only make copies once a month”. Additionally, we talked about her having a conference period in the integrated and how at the Black school they did not have a conference period. Ms. Williams would work from 8-4 pm without a conference period and then have to complete her lesson plan at night at home. Materials for the students was also an area of change, the Black school would not receive new books the books that they received were used books, once integration the students would get new books for the first time Ms. Williams stated:

> At the new school, the White school I was reprimanded because I did not go the lounge. And I said excuse me, I thought I was here to work. I didn’t know that I came to socialize. I think that hit him on the face so he never said another word to me about that. I stayed in my room and graded papers and did my bulletin boards. I didn’t like going to the lounge because it was not positive. IT was negative and most of the time it was as it related to the Black kids. I was not going to sit there and tolerate that, I’m not going to take it. There was more freedom at the integrated schools. At the Black schools we were not allowed to

> sit down the philosophy was you can't sit and teach. At the integrated school no one ever said anything so I saw an awful lot of them sitting behind their desks. So, I guess that you could sit and teach if you wanted. I mean I had been oriented that I could not sit down and teach. So, after I integrated, we integrated I continued to walk I continued to talk I kept my format. But I can't say that it continued with my co-workers.

I also asked Ms. Williams what her description was of a stereotypical Black teacher before desegregation and if that description also described her as a Black teacher in a segregated environment. One common thing that came across all the interviewee's was that they dressed. For Ms. Williams, another theme that came through was that it was about the kids, they thought and taught the students. Their day was spent with the children, they ate with them and they stayed with them even when they were at the playground she believed that they were much more professional in their behavior and dress, she went on to say:

> Behavior, in our dress, in the way that we interacted with the kids. In my opinion, before we integrated, kids looked up to teachers. They respected the teachers because we dressed and (laughed) and our attitudes and positions separated ourselves from the attitudes and positions of kids. Okay... ahhh before integration and even after integration, you did not find me in a pair of tennis shoes in the classroom. I mean that's just the way it was. I was like ughhh culture shock. Dress professional. They laughed and played with the kids. You know how they high five. I never do the high five with kids, find your playmate... you know. We

just didn't do it. Dress professional. They laughed and played with the kids. You know how they do high five. I never do the high five with kids, find your playmate... you know. We just didn't do that. These things definitely describe me. Yes. And ahh we had activities and in like our activities giving you an example. We always worked with and taught our kids how they were supposed to dress and how they were supposed to act at assembly and at a banquet. I shall never forget the first athletic banquet that we had, the Black kids came, and the boys had on suits and ties. The White kids had on their cowboy boots and blue jeans and you talk about a difference. Now, that was there because we had always taught our kids that this is the way that you do it. This is what you act like. And they evidently, on the other hand it okay. And it was such a difference to the point that there were remarks about it. The adult White teachers and administration could not believe how nice our kids acted. It was like..."is this they always do". You know it was just. There were astounded. Unfortunately, the next year, I will agree that some of the White kids came like our kids. We had our junior high. He was a Black coach. We he got ready to carry his kids to another school, they had to come to school with a tie, with a dress shirt, with slacks. They had to come dressed. We are going to another school. We are going to represent Navasota and you're going to do a job at it. Now, that was for both White and Black kids because he had both. Whereas the other coaches came as they wanted to. I will say in their defense, they started doing the same thing.

> Now, I don't know what they do now. But, there were differences. You might not want to put all of that in there. But, I just said it.

Perceptions of Adaptation and Influence

During the interview, one of questions that I asked was concerning how Ms. Williams decided to become a teacher. Her decision was based on her desire and interest in the field of economics. She started off as a business major because that is what she really and truly want to accomplish, she wanted to be in the field of business. Ms. Williams stated:

> To be honest, I can't say that I had a deep desire within my heart to work with kids. I wanted to be in the field of business, I was very good at typing, shorthand, bookkeeping, and the works. However, once I finished school, back in the day I found out that there weren't any opportunities in the field for African Americans in all likelihood. I dint study the situation so I can't say unequivocally that it was different for men. But, I do know that it was for women and I needed to get a good job and make money. So, I applied for an overseas secretarial position, but in the meantime of filling out the paperwork and going thought the process, the position in Navasota came open and someone told me about it. I was recommended for the position and a came here, that is how I became a teacher.

When talking about challenges, Ms. Williams felt like all teachers faced a common challenge of having to prove themselves. Having to demonstrate that they were capable of completing the job she shared this experience:

My biggest challenge was that I was resentful, hateful, at the concept, how dare you think that I may not be capable. So, I did not make it a challenge to make my co-workers like me. I though it is what it is, you can like me if you want to, if you don't, I have my children my students. I was able to endure this challenge because I was successful. Therefore, some had to acknowledge it, like Mr. Hood the principal. I know that I am not supposed to call names. I don't care. I'm going to prove myself; you can't run me off. So, I continued and when you get to a degree in your profession, you know so many years, you just don't uproot and go and seek employment somewhere else. Let's face it after integration there wasn't a lot opened up outside teaching school for Blacks. So, my challenge was that I was going to stay there and show them that I could do it and I'm going to stay one more year. I stayed one more year and then the next year Bam! I retired. Anyway the most influential person in helping me to continue teaching in Navasota during this time period was I suppose Woodrow Jackson. He was a single person in Navasota that I started having a relationship with. And I suppose more than anything else or anyone he influenced me to continue to teach.

Perceptions of Self

As we discussed questions about whether she was prepared for the transition from segregated to a desegregated school Ms. Williams expressed that she didn't do anything she felt confident and competent she was prepared for the move because there should not have been any difference in teaching Black kids ,White kids and Hispanic

kids. She later went on to say that she actually felt angry. Ms. Williams stated the following:

> I actually again well I guess I maybe did do something, I didn't feel that I needed to do anything I'll be honest. I was a little bit for lack of a better word angry that they would think that I was less than, (hesitation) that they would have to prepare me because they did come up with a lot of desegregation Institutes. They had several at Prairie View. They had people who came to this community, to this school district and did that. I attended a six-week desegregation Institute at the University of Texas in Austin. So, I have 3 hours credit over there to be honest I didn't attend the desegregation Institute and all of that because I thought I needed the knowledge I attended those things because they paid us. My only goal was to continue working with kids, all kids, enabling them to learn to the best of their abilities.

We continued to discuss the community and the treatment that she may have endured during the desegregation process especially from her own racial and cultural community. Ms. Williams has had a very different point of view from the other interviewee's since she was the only one that was not originally from Navasota, Texas, she went further to mention the following concerning her treatment from her community:

> By my own people, I can't necessarily say that I was treated any differently than because quite frankly I did not come into contact with my own people too much. When I go to church, I sit there, I'd listened and I get up and I was the first one out of the door. I'm not saying that I was it was their fault. It was mine too I

didn't try to get myself involved in a lot. I was okay with going to work and doing what I had to do. I did have a parent to come to me before we fully integrated. A Black parent, she told me that as Black teachers we should be happy that they're still letting their kids come to the Black schools so that we could have jobs because they could have all signed all of their kids to go the White schools. I said okay we will see how that works out a few years down the road. Now they wish that I had their kids again but that is beside the point. Ms. Williams also expressed that she personally did not experience any danger while at a White school.

In the following section, a summary of the responses from the sixteen interview questions in relation to research question one and an analysis of the responses from the interview questions are included. The responses and analysis of research question one were separated according to specific time frames of before, during, and after desegregation and are recorded below.

Cross-Case Analysis: Explanation of Themes

The purpose of my narrative inquiry research study was (a) to examine the experiences and perspectives of their teaching after the implementation of the desegregation policy, (b) to gain a deeper understanding of African American female teachers' resiliency and self-determination before, during, and after desegregation, (c) to rely largely on the methods of the research findings of Polidore (2004) and Taylor (2009), and (d) to test, align findings, and clarify the prior research model that emerged from Polidore's and Taylor's research. The first step in my data analysis process was the

use of cross-case analysis (Patton, 2002) to compare and contrast the individual participants' cases, to authenticate themes or patterns that were grounded in the context and theoretical frameworks, resiliency and self-determination in my study, and to aggregate the themes of resilience and self-determination that was identified in the individual participants' narratives. Next, verbatim quotes from the in-depth analysis of each of the three participant's interviews were correlated to respond to each of the three research questions. The verbatim quotes provided an outlet for teachers to each share their unique voice and personal story about their teaching experiences that could only be viewed from their own perspectives. More so, the personal quotes helped gain a deeper understanding of the African American teachers' experiences. Each individual participants' case was examined and a case matrix was developed to include the major concept of the research questions guided by the interview (See Appendix A).

The categorical concepts of biographical demographics and general information (Interview Questions 1-6), teaching experiences before, during, and after segregation (Interview Questions 8-21, 25-28), perceptions of adaptation and influence (Interview Questions 7, 22-24) and perceptions of self (Interview Questions 10-11, 29-36) were used to report and answer the research questions in this study. The individual participant case reports supplied evidence to answer the research questions from the teachers' point of view. A cross-matrix was developed for each of the above concepts to allow for a "quick analysis… to see what jumps out" (Miles & Huberman, 1994, p. 242). In this way, it was possible to compare the data from the three African American teacher participants. Careful reexamination, rechecking, and triangulation of results from a

review of the initial data sources led to the verification, revision, and impressions that were modified to cluster data within the matrices by related themes for the purpose of gaining a deeper understanding. Therefore, the triangulated data cluster from the three narratives were used to internally align the themes of resilience (Polidore, 2004; Taylor, 2009) and self-determination. Themes of resilience, as defined in Polidore's (2004) and Taylor's (2009) resilience theory, were acknowledged each time as they emerged through each of the participants' narratives. More so, theory triangulation was evident with Polidore's resilience theory. Table 5 is a tally of the results of the themes of resilience and self-determination that were used to interpret each narrative.

Table 5

Tally of Resilience and Self-determination Themes from Narratives of Participants

	Jackson	Jessie	Williams	Total
Bias for Optimism	19	9	8	36
Control Events (Autonomy)	16	1	11	28
Commitment	8	2	19	29
Education Viewed as Important	11	5	11	27
Efficacy (Psychological Empowerment)	2	1	23	26
Enjoys Change	5	0	0	5
Flexible Locus of Control (Self-Regulation)	7	0	5	12
Leader/Role Model (Professional)	11	7	11	29
Moral/Spiritual Support/Religion (Self-realization)	3	7	6	16
Positive Relationships	12	3	19	34

**Due to the relationship between resilience and self-determination, the self-determination themes are indicated in parentheses.*

Qualitative data were retrieved from the transcribed interviews for the narratives of the three cases were used to respond to each research question. Table 6, Table 7, and Table 8 of aggregated data from the cross-case analyses of the three participants' teaching experiences before, during, and after desegregation are also provided in this chapter.

Summary of Data for Research Question One

Research question one was focused on the teaching experiences of African American female teachers in a southern rural school district before, during, and after desegregation. The purpose of this research question was to report the perceptions of each participant's teaching experiences during the defined time frame and within the social, political, geographical context of my narrative research study. Sixteen questions from the interview protocol was used to guide each interview with the participants to specifically address research question one.

The teaching experiences of the participants consisted of both similarities and differences that are documented in graphical conceptualizations. The teachers' experiences were similar as they recalled teaching multiple subjects in segregated one room schools with little or inadequate resources while juggling multiple tasks of teaching, driving the school bus, and cooking. All of the teachers' remained confident and positive about their experiences even though they were aware that things were just a part of the system. Aggregated data from the three case narratives that was used to establish emergent patterns or themes in response to research question one is provided in Table 6, Table 7, and Table 8.

Teaching experiences before desegregation. Each participant began their teaching career before the 1964-65 school year in an all-Black school that consisted of all African American students, teachers, and administrators. During their teaching careers, there were more similarities than differences in their teaching experiences. Table

6 displays a summary of the similarities and differences in the three participants' teaching experiences and perspectives before desegregation.

In comparison, each participant worked in the all-Black school until the integration process began. They each taught in self-contained, all subjects classrooms at the elementary school level. In contrast, only one teacher stated that they had additional responsibilities outside of the classroom that included bus driving duties. While teaching, neither of the teachers experienced any severe discipline problems with the African American students. More so, they each reported that they treated every student equally and fairly while supporting the students academically, financially, and socially. They spoke of when students did not have school supplies or clothing that they would purchase whatever the students needed. The participants indicated that they had comfortable and nurturing relationships with African American students, parents, and administrators. There was mutual respect and support between the participants and the community. However, each participant indicated that they had limited interaction with others in the community who were not Black. They basically went to work, church, and home.

All of the participants confided during the interviews that they had strong faith that was based in God. This was one of the many common responses that was shared by the participants when interviewed. The participants stressed that they had a strong belief in their competence and worked hard to reach their students. Even though the participants were provided with inadequate instructional materials including outdated textbooks and limited teaching supplies, they still enjoyed teaching and working with

students. All three participants stressed that they constantly encouraged students to do their best and told them that education was important. In addition, each participant was encouraged by their Black administrators who visited their classes regularly unannounced. Lessons plans were due and expected at the beginning of the week without exception. By dressing professional, the participants conveyed that students and their colleagues viewed them as leaders and were more respectful to them. The participants described how serving as positive role models and fulfilling their commitment to education were the primary reasons that they remained in the career.

The emergent patterns or themes of resilience and self-determination specified in Table 6 were positive relationships, flexible locus of control (self-regulation), control of events (autonomy), bias of optimism, efficacy (psychological empowerment), deeply committed, education viewed as important, leadership/professional, enjoys change, and religion (self-actualization).

Table 6

Similarities and Differences in Teaching Experiences Before Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Comfortable with students, parents, administrators, and community	Multiple responsibilities	Positive Relationships
Respected/supported by the Black community		Flexible Locus of Control (Self-Regulation)
Limited discipline problems		Control of Events (Autonomy)
Inadequate and limited instructional materials and resources		Bias of Optimism
Treated students equally and fairly		Efficacy (Psychological Empowerment)
Strong personal belief system		Deeply Committed
Highly respected		Education Viewed as Important
Considered competent		Leadership/Role Model (Professional)
Hard workers		Religion (Self-Actualization)
Enjoyed teaching/working		Enjoys Change
Taught elementary school level		
Encouraged students		
Worked with given		
Dressed to be respected		
Faith in God		

Table 6 Continued

Similarities and Differences in Teaching Experiences Before Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Limited interaction with others		
Administrators visited classrooms unannounced		
Open to change		

**Due to the relationship between resilience and self-determination, the self-determination themes are indicated in parentheses.*

Teaching experiences during desegregation. The teaching experiences of the participants varied during their teaching careers. Table 7 exhibits a summary of the similarities and differences in the three participants' teaching experiences during desegregation. Each of the participants experienced different types of challenges after being transferred onto a new campus that consisted of predominately White students after 1965. One challenge that a participant described was her students and she was called a derogatory name by some White competitors when competing off campus. None of her White colleagues attempted to assist her when dealing with the obscenities. But, in comparison, they all indicated that there were uncomfortable experiences and limited interactions with White parents and White teachers outside of school events. Also, they described being disrespected and ignored by White teachers and by White administrators when on campus. However, they each continued ongoing support with Black parents and in the Black community whether they were on or off campus.

The participants explained that they witnessed differences in the discipline of White and Black students. White students were not disciplined as harshly as Black students even for the same incidents. As African American teachers, they continued to have limited discipline issues with African American students. But, White students were disrespectful to them and often challenged their authority. However, they still treated all students equally and fairly in comparison to White teachers on their campuses. Even though Black students were not encouraged to do well in school by their White colleagues, they continued to encourage them by stressing the importance of education. It was through their commitment to teaching, education, and students that they worked hard and perceived competent in their performance. They commented that their desire to continue to support and improve students' learning impacted their ability to accept the changes of being integrated into the predominately White schools. Additionally, they continued to dress and behave professionally even when their White counterparts did not. One teacher was accosted by a White teacher who then later reported that she assaulted her to the principal of the campus and superintendent of the district. Campus administrators scheduled classroom visits. But, they did not request or even look at their lesson plans. The participants continued in their positions as role models and leaders even when met with opposition by White teachers and White students. One teacher became a highly respected basketball coach and another became a school counselor both at the junior high campus. The other teacher was placed in a special education class that consisted of only African American and other students of color. In the later years, this teacher was then sent out into the district as a home bound student and only had

interaction with one student at a time and no interactions with any teachers or administrators. Each of them expressed that they add access to the appropriate instructional materials and resources that they needed to perform their jobs. However, all of the teachers remained confident in the positions regardless of where they were working or what they were working with.

On the other hand, the one teacher that was working off campus perceived as though she was kept out of the loop of communications and was restricted from interacting with other students except Black students. She indicated that she did not feel free to do what she needed or wanted to do for students. Two of the teachers described how Black students were treated differently by White teachers who seemed to have little concern for the academic well-being of Black students. Black students were given coloring pages while White students were exposed to rigorous instruction and curriculum. One teacher described that she was treated extremely well by the White administrators and was encouraged by them to participate and engaged with the White teachers in the teacher's lounge. The other two teachers point out that there was conflict between them and their White administrators. Only two of the teachers indicated that they had to continuously prove their competence to White parents, students, and administrators even up to their retirement. In addition, only one teacher did not have to

continue to prove her competence and was later acknowledge with a legacy award that continues to this day long after her retirement.

The emergent patterns or themes of resilience and self-determination specified in Table 7 were positive relationships, flexible locus of control (self-regulation), control of events (autonomy), bias of optimism, efficacy (psychological empowerment), deeply committed, education viewed as important, and leadership/professional.

Table 7

Similarities and Differences in Teaching Experiences During Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Uncomfortable with White parents	Had more freedom	Positive Relationships
Continued support from Black parents and students	Witnessed inconsistencies between treatment of Black and White students	Flexible Locus of Control (Self-Regulation)
Limited interactions with White teachers	Treated fair by White administrators	Control of Events (Autonomy)
Disrespected and ignored by White colleagues	Had to prove competence to Whites	Bias of Optimism
Limited discipline problems with Black students	Interacted with Black and White students	Efficacy (Psychological Empowerment)
Concerned for Black students' education	Taught in the classroom	Deeply Committed
Witnessed Black and White students disciplined differently	Became an administrator	Education Viewed as Important
Dressed professionally	Worked only in Special Education	Leadership/Role Model (Professional)
Desire to improve Black students' learning and relationships with others	Worked only with Black or students of color	
Integrated into White schools	Taught one subject	
Remained a hard worker	Was isolated	
Dedicated to students and community	Was kept informed of changes	
Accepted change	Administrators visited their workplaces	

Table 7 Continued

Similarities and Differences in Teaching Experiences During Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Administrators announced visits	Accepted by White administrators	
Remained confident/belief in themselves	Taught at elementary school level	
Access to better quality instructional resources	Discipline problems with White students	
	Concerned about the quality of education for students of color	

**Due to the relationship between resilience and self-determination, the self-determination themes are indicated in parentheses.*

Teaching experiences after desegregation. The teaching experiences of the participants varied during their teaching careers. In subsequent years to 1964-65 prior to the African American female teachers' retirement, there were fewer similarities than differences in the teaching experiences of the participants. Table 8 shows a summary of the similarities and differences in the three participants' teaching experiences after desegregation. Each of the teachers that taught in the classroom at the predominately White school stated that their teaching practices did not change with the desegregation of schools. The campuses that they worked at were clean and well-maintained compared to the Black schools that they previously taught at. High commitment and expectations were a common theme among the participants. They each expressed that they continued to work hard and continued their support and commitment to Black students and their

parents. All three participants revealed that they have continued long lasting relationships with students even after their retirement. One of the participants continues to be heavily engaged in Black community events related to the award that she received while coaching in the integrated school district. She organizes basketball tournaments for elementary school students. The participants spoke of their faith in God and how it helped maintain the persistence in education, themselves, and their support of Black students.

Other comments spoke to the inconsistent relationships that the participants had with White and Black parents after their retirement. While one teacher is still engaged with the community as a leader, the other two teachers only interact with the Black community and those interactions are limited to church and community-wide events. One of the participants has had a long-term relationship with a former White colleague who has worked for her nearly twenty years. She voiced that to this day, the community still think that her White colleague owns the business and not her. Even though each of the participants were committed to teaching, one of the teachers divulged that she was forced to retire even when she wanted to teach all students.

However, all three participants disclosed that they were ready for change after teaching for so long and that they were ready for retirement. Moreover, only two of the teachers vented about the concern for the students in the district that has not changed since the district was desegregated. These two teachers even communicated that they feel as though the district resembles the conditions for Blacks today as it had in 1964.

They shared that the Black students are performing worse than they did when they were being taught at the predominately Black schools.

The emergent patterns or themes of resilience and self-determination specified in Table 8 were positive relationships, flexible locus of control (self-regulation), control of events (autonomy), bias of optimism, efficacy (psychological empowerment), deeply committed, education viewed as important, leadership/professional, religion (self-actualization), and enjoys change.

Table 8

Similarities and Differences in Teaching Experiences After Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Continued to support/meet students' needs	Inconsistent connections with community and parents, both White and Black	Positive Relationships
Continued to work hard	Established long term relationships with Whites	Flexible Locus of Control (Self-Regulation)
Continued long-lasting relationships with students	Involved in church activities	Control of Events (Autonomy)
Continued to have faith in God	Involved in community activities	Bias of Optimism
Remained in teaching until retirement	Served as a leader on campus and in community	Efficacy (Psychological Empowerment)
Remained professional and respectful	Had to prove competence to Whites	Deeply Committed
Maintained strong teaching commitment	Worked in well-maintained facilities	Education Viewed as Important
Maintained strong belief in themselves	Had a strong desire to continue teaching	Leadership/Role Model (Professional)

Table 8 Continued

Similarities and Differences in Teaching Experiences After Desegregation and the Emergent Themes

Similarities	Differences	Emergent Themes
Continued belief in education	Access to quality instructional resources	Religion (Self-Actualization)
	Concerned about the quality of education for students of color	Enjoys Change

**Due to the relationship between resilience and self-determination, the self-determination themes are indicated in parentheses.*

Correlation of Direct Quotes that Support Research Questions One, Two, and Three

In this section of Chapter IV, the 37-question interview protocol was used to specifically address each research question. Sixteen interview questions addressed research question one (Questions 8-9, 12-21, and 25-28), four interview questions addressed research question two (Questions 7, 22-24), and ten interview questions addressed research question three (Questions 10-11, 29-36). A summary of the three participants narratives in response to each interview question and the verbatim quotes were used in the data analysis of each participant's case narrative. These verbatim quotes are woven throughout each of the interview questions about the participants' teaching experiences before, during, and after desegregation. Each of the verbatim quotes added clarity, depth, and richness to understanding each participants' experiences and perceptions in relation to research question one.

First, each of the 16 interview questions are provided below along with the direct/verbatim quotes taken from the participants' narratives support the following: Research Question One – What were the teaching experiences of African American female teachers in a rural southern school district before, during, and after desegregation? Next, each of the four interview questions are provided below along with the direct/verbatim quotes taken from the participants' narratives support the following: Research Question Two – What characteristics of resilience emerge as themes that influenced retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation? Finally, each of the ten interview questions are provided below along with the direct/verbatim quotes taken from the participants' narrative support the following: Research Question Three – What characteristics of self-determination emerged as themes that influenced retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation?

Findings and Results

My intentions for this study was to investigate and share evidence from lived experiences and the voices of African American female teachers before, during, and after desegregation in a southern rural school district. The purpose of this study was (a) to examine the experiences and perspectives of their teaching after the implementation of the desegregation policy, (b) to gain a deeper understanding of African American female teachers' resiliency and self-determination before, during, and after desegregation, (c) to rely largely on the methods of the research findings of Polidore

(2004) and Taylor (2009), and (d) to test, validate, and clarify the prior research model that emerged from Polidore's and Taylor's research. This chapter was developed to answer the research questions of this study. This chapter reports the results of the data analysis for the three stated research questions:

1. What were the teaching experiences of African American female teachers in a rural southern school district before, during, and after desegregation?

2. What characteristics of resilience emerged as themes that influence retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation?

3. What characteristics of self-determination emerged as themes that influenced retention and longevity of African American female teachers in a rural southern school district before, during, and after desegregation?

There were no interpretations so that the reader will be able to interpret the account of each participant own their own. Initially, each participant was interviewed for an average of 1.5 hours. Each participant was contacted to obtain permission to be interviewed. After each participant provided written permission to participate in the interview and for the interview to be audio-tapped recorded. Follow up interviews with each participant took averaged 30 minutes. During the follow up interviews, the process of member checking was done to verify my interpretation of the transcribed data from what was shared between the researcher and the participants over the last five months. All interviews were transcribed verbatim, reviewed, and verified by the researcher. The verified transcription was shared with each informant to make any changes, deletions,

and/or suggestions. After a final review, the final transcriptions were analyzed using the theoretical frameworks of resiliency and self-determination to identify any of the eight themes of resilience and four dimensions of self-determination that may have been present in the data. Major themes were identified in regards to characteristics of resiliency – positive relationships, deep commitment, bias for optimism, leader/professional, control of events (autonomy), education viewed as important, efficacy (psychological empowerment), religion (self-realization), flexible locus of control (self-actualization) and enjoys change.

Research Question One

Eighteen of the 37-interview questions from the protocol were specifically designed to answer research question one. These questions were centered on the experiences and perceptions of teaching from each participant before, during, and after desegregation in a southern rural school district. All three African American female teachers taught in the same rural school district. All of the fifteen questions were analyzed to answer research question one using cross-comparative analysis. For the most part, each of their teaching experiences were similar as they started their teaching careers in what they recalled were single one segregated Black schools on the outskirts of town on the land of former plantations. They shared that there were very little resources such as teaching materials,

books, and other educational supports. The three participants shared that their duties as classroom teachers included cooking, managing the school, and sometimes driving the school bus. Each of the participants indicated that even though they did not have equitable resources at the Black school compared to the White school. A sense of Blackness was one major comparison that each of the participants experienced while living in the community of Navasota. They were segregated in their school as just as much as they were in their community.

I don't know how to explain that but it was all Black, the community I lived in was Black, the church attended was Black. Everything, the school's Black. Everything was Black and you participated Sunday School. We had Sunday School in everything and it was there were no problems [at] Sunday School. We have Sunday school Institute's. Whatever we had completely Black and and Whites weren't really involved in it.

Mrs. Verdell Jessie

Well, it was everything was, was fine. We, we knew that that we were we were to strive to do our best because our parents and our neighbors everyone have to make sure that the students that we as kids were on the right track, was on the right track. And we were doing striving to do the best that we can. And they would they, even neighbors or whatever were like mothers to us. And they made sure that we were stay focus[ed]. And to do our best and they observed us it made me feel great it made me feel like that other than my parents someone else cared and was concerned and that was everybody not only the church people, the neighbors everyone in the community, the neighbors, the church people and all.

Mrs. Dorothy Jackson

When I have to go and ask another teacher what was a pepper belly. My first three years here awkward kind of like out in the rural and there were things during a White out there as far as school was concerned. I did not encounter any White out there but some of the things that people told me was like plantation living what I don't believe you so they carried me to the store and they showed me the kind of life that my subjects meaning students are experiencing I taught third grade when I

> first came here I live here Navasota and as far as living here and Navasota it was no different than living in Paris I came to town Id encountered White except for the set that I had not encountered Hispanics I had encountered White and Hispanic I kept walking they kept walking okay you know they were people and I'm just people I didn't feel any different I didn't have any close relationship with them there I didn't have anything here so that's kinda the way that it was does that give you what you want with your looking for.
>
> Ms. Loretta Williams

Protocol Questions

Describe how you felt when you learned that schools would desegregate?

Each participant described how she felt when she was made aware that schools would be desegregated. Their responses ranged from positive to indifferent. Verdell Jessie shared that she felt Black students would then have access to adequate resources just as the Whites students had experienced. Dorothy Jackson affirmed that equal access was important to her. Lillian Williams admitted that she still has deep concerns about the desegregation process; but that she did not know what to expect when the process was announced.

> I felt all right about the desegregation separate but equal was that was the theme at that time we were separate but suppose to been equal but we weren't equal because we got left overs we got old books old anything I mean after they had used it they send you a set of books and them books had 4 or 5 names while some child had already used the book only thing about I felt aright about it it's

the learning part the kids that you worried about more then you did yourself being treated equally and grading the children equally the competition how do you explain that my sister could tell you better what year it was because she had children that went from the Black school over to the White school she has three boys.

Mrs. Verdell Jessie

Well, I was reluctant at first when I start working during desegregation. Then I was excited because I figured that that we would be exposed that the same thing as the others. Because during the time we were in school and all we use to admire how they would did the different activities. That they've doing that; we were not we had activities and things like that. But looked like we weren't on the same pedestal that they were.

Mrs. Dorothy Jackson

I'm not fully clued it to where Whitehall and all that. And when the move was going after that probably this was a thing for a kids. I didn't really know what to expect in the process. I was a teacher I worked with kids. Even though it wasn't my first choice [teaching]. I think I did a good job that I took them at heart and I figured that I do that any where I was and I was just in the back of my mind things was just keep going the same way.

Ms. Loretta Williams

What did you do to prepare for the transition from a segregated school to a desegregated school? Did you make any specific goals? Various efforts including professional development with the added benefit of graduate course hours at the University of Texas and Prairie View A&M University were part of the desegregation process plan initiated by the school district in partnership with local universities. However, all of the participants reported that they did not do anything to prepare for the transition from the Black schools into the predominately White schools. They felt as though their experience as classroom teachers proved that they were competent to teach anywhere and to any child, White or Black. Ms. Williams shared that she become angry at the thought that she needed training on how to teach kids.

> I didn't have anything to go over just prepare yourself.
>
> Mrs. Verdell Jessie

> No. Are you talking about [integration] and I started teaching? I didn't do anything when I went over. I just went over. I felt that I was ready for it. If they could accomplish I could too cuz my grandmother would always say no one [else is] better than you are and you keep that in mind. And a lot of my friends some my friends were saying 'I don't know they going to put more pressure on us' and I said 'well, let it be'. I said I was happy because it was gradually I think we were we were about the second or the third ones that's a start integrating that they start moving in because we before was totally we buy for three or four of us I think. Yes. Teachers, they were moved in first and then the next year. I was told total, total integration.

Mrs. Dorothy Jackson

> I didn't do anything because I felt confident. I thought competent and I didn't figure that I had to go out and do anything different between teaching Black kids and White kids. Then I actually again, well, I guess, I, maybe, maybe, I did do something then myself. I didn't feel that I needed to do anything. I'll be honest I was a little bit for lack of a better word *angry* that you would think that I was less than, you have to prepare me. Because they come up with a lot of desegregation institutes. They had several at Prairie View. They had people who came to this community, to this school district. And if that I attended a six-week desegregation institute at the University of Texas in Austin; so, I have 3 hours credit over there. To be honest, I didn't attend the desegregation institute and all of that because I thought I needed to know knowledge. I attended in those things because they paid us. I only continued working with kids, all kids, in order to be able in helping them to learn to the best of their abilities.

Ms. Loretta Williams

How were you treated within your own racial and cultural community when schools were desegregated? Each of the participants indicated that they were not treated any different by the Black community or Black parents after desegregation. Mrs. Jessie confided that in the Black community teachers were respected because of their job title. However, after desegregation, Mrs. Jessie felt as though teachers changed and it was not necessarily due to the way the parents or community treated them. Ms. Williams stated that she did not feel as though she was not treated any differently before or after

desegregation. She admitted that her lack of connection with the Black community was totally her fault. Mrs. Williams was the only participant who migrated to the community in search of work rather than being born in Navasota (Mrs. Jackson) or raised there early with family that was born there (Mrs. Jessie).

> Fine, no different you were accepted. But, teachers don't receive as much respect now from Blacks as they did long time ago long time ago. If you was a teacher, I don't think you even have to be a good teacher. But, you were a teacher and you were respected. Now, after integration something happened to the teacher. I don't know what.
>
> Mrs. Verdell Jessie

> I didn't feel like there was anything any animosity or anything.
>
> Mrs. Dorothy Jackson

> I can say that I was treated any differently then because quite frankly I did not mean to contact with my own people too much. When I go to church sat there, listened, and I get up. And I was the first one out of the door. I'm not saying that I was it was their fault. It was mine too. I didn't try to get myself involved in a lot. I was okay with going to work and doing what I had to do. I did have a parent to come with me before we fully integrated.
>
> Ms. Lillian Williams

Describe the similarities and differences in teaching before and after desegregation? Please include both students and teachers in your description. Each of the teachers indicated that they maintained **t**heir teaching styles and philosophy even though there was considerable social, cultural, and political changes that occurred during the integration process. All of the teachers taught or worked in an area different than what they had worked before when they taught at the all-Black school. Mrs. Jessie only taught Black special education students at all grade levels at the elementary level. Mrs. Jackson became the basketball coach at the junior high school where Ms. Williams was teacher and then later assigned as the school counselor. Ms. Williams declared that she did not want to remain as the counselor because she felt if she was back in the classroom she could do a better job teaching the Black students than the White teachers. Both Mrs. Jessie and Ms. Williams shared that they were placed in positions that limited their interactions with White teachers and students.

> But, like I told you I had special ed. And in special ed it's predominately Black. We didn't have special ed for kid's long time ago [at the Black schools]. You're testing, so you end up in special ed. And a special ed class is really predominately Black. You gonna have one or two Whites in there but most the time you gonna have a bunch of Blacks. It's never no more then maybe six, eight, ten, or something like this. Never lots of kids. But they still are predominantly are Black. And if you in the classroom you, you're the boss until they started integrating and putting hmm what you call it aides. They give you a White aide I don't like a White aide [they were there to watch you.].

Mrs. Verdell Jessie

Ahh, there wasn't much very much difference. Everybody seemed to try to adjust to a situation. That's the way I will see it. As the reality we didn't have much. We had a principal that believed in bringing this stuff together. It was different in the fact that it seemed as if you had a little more freedom. A little more what's the word, I want to say. When I went to the integrated [school] that's that's where I was where I was. Why? It was because when I was was like be more observant and all like that. But when I went over to, the to the Junior High [integrated school] it was different. It seems like we were more relaxed. And the atmosphere that everybody was just lose and free. And nobody was observing you to see what you would do it or anything like that.

Mrs. Dorothy Jackson

In the Black schools, as teachers, my child and I call them mine because they were with me more than they were their parents during the wakened hours. They belong to me. Their needs to be met by me no matter what. They were in the Black schools. Teachers, not just me we took care of our children, Black children. Not 100 percent of us. Not 100-percent of us. You're always going to have some bad apples. But for the most part whatever our children needed we made sure that they got it. If it wasn't all whose parents could not afford to buy them shoes, we bought them shoes. Whatever these children's needed to carry them. I disciplined the Black children as though they were my children in my house. I even have Black parents who would say make her do, this make him do

> that, speaking of one of her own children. We had a relationship in a manner that have Black parents that if I whipped that child he deserve it. And if I whatever did to that child he deserved it. According to Black parents there was no conflict. …They did not even ask for my lesson plans [at the integrated school].
>
> Ms. Loretta Williams

What is your description of the stereotypical Black teacher before desegregation? Does that also describe you? The stereotypical teacher was described by similar attributes among the three participants. They each felt as though Black teachers presented themselves more professionally than the White teachers before and after desegregation. Each believed that their professionalism was a necessary characteristic of being a role model, particularly a role model for the African American community. The White community perceived African American teachers as inferior and incompetent. Ms. Williams recalled an incident in which teachers wore blue jeans and tennis shoes to work. She proclaimed that she would not be caught dead in a pair of tennis shoes. Ms. Williams added that she had more pride about her appearance than the White teachers did about their appearance. All of the teachers felt as though the expectations for professionalism was different than what they were familiar with at the all-Black schools. One teacher even described the difference as "culture shock". The teachers emphasized that they were always prepared and worked hard every day. As explained by the participants, the expectations from administrators at the predominately White schools were more relaxed than at the all-Black schools.

She look like teacher because she dress like a teacher. And she performed an acted like a teacher. She dressed professional and she was professional. After desegregation, White teachers come with jeans after telling you can't wear jeans. But one day, they don't care how they look. I don't think they do. They talk about you for being so dressed up. But, that's the way we work [Black teachers]. That's the way our teachers [Black teachers] dressed before. Yeah, yes, I dressed up.

Mrs. Verdell Jessie

Well, the Black school to me me was the best. Seemed like as if you being observed more. So it seemed as if someone was looking down at you watching your moves and your actions and all like that. But, when we went to the other school, you just a thought maybe there be more observative and different in all. But it wasn't all. It was more, what's the term do I wanna use, it was more just, just yourself. You know. No one was sort of just observe or watch and see if you doing what you supposed to be doing and all like that. But, at the Black school, the principal will come through and didn't know when anybody come to the classroom to observe or anything like that. But, it was no problem, because if it was if it was time for observation they will let you know. And the only time that they would come they would come, they would hardly come, they come and knock or something like that [at the integrated school]. But, at the Black school, l when they felt like coming, he [principal] would just come on. At the Black school, we dress. We dressed as if we were leaders you know. If you, at that

time, you could wear jeans only on certain days at the Black school. But at the other [integrated school], the other the school that I went to, the White school, they didn't bother about your dress. You just dress casual. If you wanted to wear jeans every day you wore jeans every day or want to wear whatever. Yeah, yeah cause, we dress like we're going to church or something. We just dress for the occasion. But what I'm saying is that if you look around and some of the young ones that were on the staff at that time, you didn't know if they were a student or if they were a teacher because they didn't emphasized dressing and all like that. But at the Black school, we wore jeans on certain days. We dressed as if we were they emphasized the fact that we were we were leaders set an example and things like that. But there [integrated school] they didn't care.

Mrs. Dorothy Jackson

You went to work at 8 o'clock to work. You were very serious. You were student minded. You thought and you taught students. And we had our lunch and 90 percent of the time, you were on lunch duty or you were on playground duty. So, you swallowed whatever you could eat and you attended to the kids. Ahh. We were in my opinion much more professional... ah behavior, in our dress, in the way that we interacted with the kids. In my opinion, before we integrated, kids looked up to teachers. They respected the teachers because we dressed and (laughed) and a... we in our attitudes and positions separated ourselves from the attitudes and positions of kids. Okay... Ahh before integration and even after integration, you would not have found me in a pair of tennis shoes in the

> classroom. I mean that's just the way it was. I was like ahh culture shock. Culture shock.
>
> Ms. Loretta Williams

How did White administrators react to your presence in the classroom after desegregation? Two of the three participants described administrators' reaction in their presence as isolation. Mrs. Jessie indicated that because she worked with special education students the focus about money and not about teaching. Ms. Williams felt as though her administrators thought that she was inferior. She described an incident in which she was invited to a meeting with a Black parent but was expected not to participate. However, Mrs. Jackson felt accepted by the administrators and was included in some of the decision making processes for students as it related to athletics. As the basketball coach, Mrs. Jackson interacted more frequently with administrators than Mrs. Jessie and Ms. Williams who both felt ignored by administration. Initially, the White administrators tried to make sure that the Black teachers assimilated with the White teachers, especially in the teachers' lounge. But, all three teachers agreed that there was too much negative in that environment and that they much rather stay away from the negativity that always brewed in the lounge.

> You know, the special ed. administrators are a little different from the others. They got their own. What do you call it? Special ed money is even different from the other money.
>
> Mrs. Verdell Jessie

> They were real friendly like in all and I was well accepted. And I felt kinda awful because the superintendent came by one day and he said "Mrs. Jackson", he said "the teachers are concerned about you". I said "what are they concerned about?" He said, "because you don't come to the teachers' lounge and sit around in anything like that". I said, "No, I know". I didn't tell them. But I would I enjoy being out at the campus where the kids and all like that are accepted and all. But, they kind of, I guess maybe, I would say maybe, they thought that that since it was was just one of two of us [Black teachers] there that we felt as if we weren't a part of the group or something like that.
>
> Mrs. Dorothy Jackson

> I sincerely think that they, White administrators, with whom I worked in the back of his mind felt that I was an inferior person. Consequently, an inferior teacher. Ahhh he did not regard, I did not give a lot of opinions, but he never asked for any. I was just someone and I was in a position and he did not have a choice. 'We'll put up with this, oh well, for one year. I mean. I was teaching social studies, "nobody don't need it anyway, she can't hurt anybody'.
>
> Ms. Loretta Williams

How did White teachers react to your presence in the classroom after desegregation? The participants indicated that they did not interact with their White colleagues that often. They indicated that they could sense that their White colleagues were not happy with the decision for schools to desegregate. However, the White teachers generally remained cordial to them when they were in the same spaces. Mrs.

Jessie and Ms. Williams said that they would just go to their rooms and keep their doors closed eliminating contact with the White teachers.

> You don't really come in contact [with them]. You go in the room and close the door.
>
> Mrs. Verdell Jessie

> No problem. They responded. No problem. Cause see, I was a gym PE teacher and and um. And some of them if they had wanted to or something they [female athletes] may have cut up in class of something they might have said, "Mrs. Jackson so and so one of your girls cut up in class" or something like that, "maybe you can talk to them or give them something extra to do or something" like that. Cause I was fortunate that, yeah, I had girls. I was girl gym teacher and coach. So, I I was accepted. I didn't see any animosity or anything. They all wanted to if would say, "if you need me to help with anything". Or they say, "you don't need anyone help do anything, if we need you we going to come you and ask you" or something like that.
>
> Mrs. Dorothy Jackson

> They really and truly, I don't think that there was as much negative reaction as there was on the part of the administrator. I think that because most of them were young. They were just graduating from A & M. Ahh, couple of them had been there. And we were okay together. I would say that there two or three that kind of looked at me strange. And probably asked the kids a lot of questions about me as it relates to what I was doing. I mostly kept my door closed.

Ms. Loretta Williams

How did White parents react to your presence in the classroom after desegregation? Two of the three teachers reported that they did not have much contact with White parents and when they did not have any problems. Most of the basketball players on Mrs. Jackson's team were Black. So, she was inclined to say that they [White parents] trusted her to take care of their children just as the Blacks parents trusted her. Mrs. Jessie said that her limited class size of on Black students contributed to the lack of her interaction with White teachers.

> Fine. Mexicans [parents], I can't remember. I really having no White [parents]. I know a little Mexican girl. And if he was White, he was poor. You know they had a special ed class at the White school before we integrated and when we integrated the class disappeared. That's the truth. And the girl [Mexican girl] that they put into special ed class, I knew her. She lived out there at the top of the hill.
>
> Mrs. Verdell Jessie

> I was accepted. I didn't I didn't see any animosity or anything I was accepted.
>
> Mrs. Dorothy Jackson

How did White students react to your presence in the classroom after desegregation? The teachers indicated that it took some time for the White students to acknowledge that they were professional. But, for the most part, the White students did not give either teacher any problems. Ms. Williams shared that beginning was rough because they did not think that she had the same blood as White people. After some time

interacting with the students, the teachers agreed that they were more widely accepted by the White students.

> Well, most 95%, we had two or three they were calling rednecks. I don't want to step out of line in all. But, they didn't give me much [problems]. I had students, one thing, I can say I had closeness with my kids. I guess my reaction and the caring and all for them.
>
> Mrs. Dorothy Jackson

> At the very beginning, White students were like in awe... "who is she, where did she come from? Ahh, they would kind of... obviously, they had had somebody talking to them because a couple of times, a couple of them wanted to challenge me on my knowledge. And ahh I got. I was able to set them straight, not just by saying it, but by getting the dictionary and proving it. Ahh. I showed them that, you know, that there were certain things but after... by the end of the first 6 weeks they recognized that I was flesh and blood and that we all were. And as a matter of fact, by the end of the year, they would come to me for comfort, probably more than they did the others, cause I listened.
>
> Ms. Loretta Williams

Do you know of any teachers who were reassigned after the desegregation of schools in 1976? If so, please explain. When the schools were desegregated, some teachers, coaches and music teachers, were involuntarily transferred to the predominately White schools. Most of the transferred educators remained in the same

positions that they held when they were at the Black schools. All of the participants were reassigned to another position when they integrated to the White schools. The teachers shared that most of the administrators, principals and assistant principals, were assigned to other positions on different campuses after desegregation. Mrs. Jessie shared that she was both reassigned and demoted at the integrated junior high school.

> At carver, I went over to the White school into PE until I can get the special ed class. Then, when you left when we have only integrated or whatever we did. I said I was demoted and I had homebound visiting and VAC. I feel like I was demoted well when they take you out of the classroom, you are demoted.
>
> Mrs. Verdell Jessie

> Yeah, they moved us because I was moved from there at AMT to Navasota. Yeah, ah hum in those schools at AMT that was first thru the 8th grade. And and Courtney out there was first through eighth-grade. So, when I was moved from there to Carver [Black school] he [White superintendent] said I didn't want to be moved. And then he he put me at Carver in the third grade for one year he said for one year. After that he said you going to Navasota junior high. Mr. McGee [former Black principal at the Black school (Carver)] was what Mr. McGee was the PE teacher at the [White] elementary. He taught PE or something at the elementary school. But, Mr. Henry was a business teacher [at the Black school]. He went to the elementary school Navasota for PE. Later, he would go around and round them up and make sure they came to school. [He worked as a truant officer]. He enjoyed it. He enjoyed going around cause he wasn't doing anything.

Let's cut it short by saying all of them were reassigned. When we integrated, the ones of us who, Mrs. Dorsey, she was teaching English. She went over teaching English. But I dare say that she. They grouped kids when we integrated. ABCDEF... So Ms. Dorsey had English. But, she had the lower levels E's and F's (laughed). CDE. Whatever. But any way, ahh we had one lady who became the PE teacher. They were reassigned to reading improvement. They were reassigned to special ed or PE. I would say in junior high I was the only person, I had social studies which I don't attribute to any greatness. Ahhh because they're thinking on that also. But any way, I was the only one who was placed in a classroom where I met all of the kids. I was the only Black. I had grades... when first integrated it was 5 and 6 for that particular school and I was the only Black that had every single kid. That was the Intermediate. Ahhh we had Mrs. Sargent was assigned to PE. Ahhh well I would have to think about them. But everyone was reassigned to a lesser position, I dare say. I had social studies 6th grade. But before integration, I had self-contained 5th grade, all of the subjects. So, you could say I was not totally reassigned, that I was partially reassigned because I was have preferred to have had math. Mr. McGee was the principal of grades 1 through 8. And then we had a high school principal, before integration, Mr. Payne. And then just when they were getting ready to get all of this integration, they did hire a counselor for high school. I thinking, that's it. Mr. McGee was assigned PE! At the elementary school.

Ms. Lillian Williams

Do you know of any teachers who were demoted to a lesser position after the desegregation of schools in 1976? If so, please explain. The teachers described the reassignment and demotion of Black teachers as one of the same. They agree that after desegregation, nearly every teacher was placed in a different position than that of what they had previously worked in. Both Mrs. Jessie and
Ms. Williams were assigned non-teaching positions. Mrs. Jessie was later assigned as a homebound teaching and Ms. Williams became the school counselor until she retired.

> Then saying four principals [were demoted] because I understand that the principal from Carver ended up becoming a PE teacher he went from being a principal to a classroom teacher. McGee he did. He was my principal at Courtney. But he end up being the special ed teacher at the White school. I think they put you where they thought you couldn't what hurt the kid [White students]. Do you know, how do you say that "limited"? What… limited your access to teachers to kids [to White teachers to White kids]. I guess that's what you call it. I don't know how do you explain that. By the time they took they integrated when the years an integrated school, they pulled one-two Blacks from the campus to the White school cause my husband was one that went over to the White school before we fully integrated. And down at Courtney, it was Willie Mae Whiteside that they pulled from Courtney to [integrate] the White school. She is deceased now and her husband is deceased. I don't know who else they pulled.

Mrs. Verdell Jessie

Yeah, they moved us. He put me at Carver in the third grade for one year. And then he said that for one year after that he [superintendent of the school district] said you going to Navasota junior high. The superintendent John E Webb, Dr. Webb, have you heard of him? He is retired now. No others might not have been reassigned for the next school year. So, I don't know about that. They brought the ones [Black teachers] from AMT [Black school] to the junior high and the ones from Courtney [Black school] they put them into elementary school.

Mrs. Dorothy Jackson

And then when we integrated and then Mr. Payne died the first part of the year. So Jackson finished out the year at Carver. And when we completely integrated Woodrow Jackson become counselor again [at the Black school before moving to the White school as the counselor].

Ms. Lillian Williams

Do you know of any teachers who lost their jobs after the desegregation of schools in 1976? If so, please explain. The participants shared their memories of the Black teachers that left the school district during the desegregation process. The teachers who were not reassigned to the predominately White schools either moved from the area or retired from the profession. Each of the three participants could not recall any Black teachers that were fired or terminated.

Yeah, they move them. I can't remember who else what happened I know Doris left and I can't remember who was teaching at that time and who they were.

Mrs. Verdell Jessie

I would say no not that I know of they were placed in some of other position; I could say no they were placed and I don't know if they, cause I know Mr. Henry he was placed in that position where you go around and check on the students; he was a principal Mr. McGee was the principal then he was put there in what they call the demotion.

Mrs. Dorothy Jackson

They did not actually lose their jobs. But, there were two or three of them that simply relocated. Doris went to Dallas, somebody went to Houston, and Nancy started working at some place in Houston. There were some that left rather than go into the system. They did not actually fire them.

Ms. Lillian Williams

Was there anything different about your teaching experience before or after the desegregation of schools in 1968 that may have been different from other African American teachers in your community? The teachers expressed common patterns among the three teachers in relation to the isolation that they felt after leaving the Black school. The teachers acknowledged that their lives at the predominately White schools were different than it was at the Black schools. However, they all felt as though most of the Black teachers went through the same challenges and adversities that they did. For those who may not have been able to adjust, they would just retire. Mrs. Jessie described her experience of working with homebound students as working in a "rabbit briar patch". According to her, she was forced to work out of her car and not allowed to

come into the school building unless she was dropping off paper work for students. After that experience nearly 30 years ago, Mrs. Jessie still exhibited resentment and frustration during the interview. Mrs. Jackson appeared to be the only teacher who really enjoyed what she did when she integrated into the White school. As one of her extra assigned duties, she was the basketball coach at the Black school. So, she was happy to continue to do the same kind of work that had enjoyed doing before desegregation.

> I wasn't in the classroom not to PE. I went out of the classroom I went home homebound. I wasn't in the classroom, period. That's why I told you I was a rabbit in the briar patch. Rabbit in the briar patch means I didn't come in [into the building]. When I got to school and picked up the lesson, I leave school gone all day. You understand what I'm saying, to somebody's house, somewhere and then come back in in the evening. So, I haven't been at school. So, I was part of school. But when you doing homebound you might have 5 students.
>
> Mrs. Verdell Jessie
>
> [Hesitation, she did not answer]. It probably would have been different for them to readjust to that like the ones coming from AMT and CLW I would imagine. Because those from out there I think they're retired. Mrs. Hawkins didn't come and Mrs. Simon, I don't know.
>
> Mrs. Dorothy Jackson
>
> Well, probably, I guess when you start thinking about placements and being reassigned and all. I can imagine that they're attitudes and feeling were a little bit down more so than mine. Is that kind of what you mean? Ahh I would imagine...

> cause see, me I still had some sense of dignity. In view of the fact that I was in a classroom and I was doing basically the same thing that I was doing before integration and I did come into contact with kids, you just didn't isolate me... and give me a select handful of kids. Even though, I went at some point and asked for remedial reading. But, they wouldn't let me do it after I became the counselor. Every year for two or more years, I would do a great job at counseling only to prove that I could do the job. And then I would ask to go back into the classroom [remedial] because the Black kids weren't being taught. But, the principal kept telling me no.
>
> Ms. Loretta Williams

What impact do you feel desegregation had on African American children?

Overall, the participants felt as though desegregation had a negative impact on African American. The teachers indicated that the African American children either learn bad habits or they taught the White students bad habits. In addition, the teachers perceived that the students were not learning anything because the White teachers did not teach them nor did they care if the African American children learned or not. The African American students had been challenged when they were at the Black schools. However, the participants felt as though African American children were not encouraged to do their best and some of them did not.

> I say, they learn all the bad things from each other. They didn't learn nothing good. Ain't it awful? They learn how to play, the Whites, learn how to play "the dozen" I guess. So, that's why I say they didn't learn anything but the bad parts

from each other. I don't know what they learn from each other. But I know they learn how to play "the dozen" –"your mama, I said who's mama.

Mrs. Verdell Jessie

If it was, it was some good and some bad; (good) because from a standpoint that the teacher, I feel like that Black teachers, were more concerned about kids than the other race of people. See you couldn't come in class and put your books down and say, "I didn't do I don't do my homework". 'Where's your book John?' "I lost them" or something like that. Black teachers didn't accept excuses and things like that. I think that it might be selfish, I think we're more dedicated to our position before integration happened, with integration. Because with being around them [White teachers] I feel like they don't push and I'm not just talking about the Black kids I'm talking about the lower groups of kids. You think they don't they don't push em to stride to do your best or anything like that. Either you do it or you don't. And "if you don't I'll give you an 'F' or I'll send you to the office" or "you'll have to write up a report or something" and like that. And I think our kids did more with the Black teachers then what we have now. I don't know if that answer the question or not.

Mrs. Dorothy Jackson

Hmm. I think that for a very few, a handful, it was very good. They were able to climb the ladder; they were able to be successful. But for the majority, I think that it was negative. So, I think that a majority of us have missed the mark that could have been there for us. I had a young man, two you men came into the

> store [She's referring to her place of business that she currently owns in Navasota.] and they're grown now. And they say, “Ms. Williams, I just don't understand”. I said, “understand what?” Ahhh. "when we down there at Carver, where everything was supposed to be so bad and inferior, we had people who become pharmacists, doctors.” And they started naming all of these; they started naming names of people who were doing great things. But, after integration, it dwindled. Why don't we have these people now doing great things? That's your answer.
>
> Ms. Loretta Williams

What impact do you feel desegregation had on White children? The teachers shared similar perceptions of the impact of desegregation on White children. Each teacher felt as though the White children had to make some kind of adjustment to being around Blacks. The teachers reported that most of the White children, specifically the upper class White children, had been around Blacks most of their lives. The White children’s experiences with Blacks was due to their families having “help’ in the form of nannies and maids who were Black. Even though the White children had to make some adjustments during the desegregation process, it was insignificant compared to the sacrifices that the Black children had to make.

> On some, I think that it was accepted. I think that it goes back to to the environment. I think the upper group accepted us more than the others did. Some of the others probably was reluctant because they had that idea that this “this n**** ER can’t tell me what to do”. Cause I know one instance where a girl told

a teacher like that said these n****rs can't tell me what to do. So, I think that it had some varying on them too. But, the majority of them they came around. Most of them, I think, accepted it. But, it did they had to adjust to the situation also. And, then I guess and with the upper group and all they have been around if no more than a maid you know. Some, they [had] nannies or something, help. They came in to clean up. They have been around Blacks. But, for those who did not, I think that to a certain extent it probably affected some of them. They had to adjust being around Black people.

Mrs. Dorothy Jackson

I feel that desegregation had very little impact on White children because they still had where in 6th grade we had, let's say 7 teachers, six where White and I was Black. Hey, I mean... there were some of them that realized that if I get cut, I'd bleed also. Some of them probably left my classroom going on thinking that if I bleed, I might bleed Black. Ahhh, I must in all due respect say that I did develop and form some very special relationships with some of the parents and even with some of the students that I still have even today. So, I don't think that White kids, were greatly, had any impact or greatly affected other than in athletics. Let's face it, they couldn't compete. At the onset of integration, they tried...I mean, they tried to put them there and and put our boys on the sideline. But, they also wanted to win. And so winning, it won out that the team became predominately Black.

Ms. Loretta Williams

What impact do you feel desegregation had on African American teachers (administrators)? The participants conveyed that most of the teachers were angry and upset with the way that they were treated after the desegregation process. Most of the Black teachers ended up working in positions that were polar opposite of what they had worked before. They teachers recalled that some of the teachers including Mrs. Jessie and Ms. Williams felt as though as professionals and as Black individuals were not valued or respected as qualified educators.

> He was my principal at Courtney. But, he end up being the special ed teacher at the White school. I think they put you where they thought you couldn't what hurt the kid [White kid]. Do you, how do you say that, "limited" what I guess that's what you call it I don't know how do you explain that?
>
> Mrs. Verdell Jessie

> I don't know. Some (teachers) were demoted and some some were not rehired. I don't know if it was because of that or poor performance. So, what but like out at our school, they older ones they retired. They went on home. I remember, Mrs. Bairdwell, was she up there one or two years. I think the real adjustment was some old ones somebody with experience were the ones that have been in the school system. For some time I think there were adjustments. Probably affected some of them and they just decided that they some of them, just stayed at home.
>
> Mrs. Dorothy Jackson

> I think, I think that some of the African American teachers developed a very negative, very bitter, very hostile, attitude. And as I said before, I am not going to

> say that I didn't develop also some things, some animosities. Ahhh because in my opinion, God had created all equal, how dare you think that you're better than, you know. Ahhh, but ahhh, I think that there were some of the people, some of the teachers who probably left the classroom and went into other areas because of the things that were going on that they didn't like. Of course... Mr. McGee went down to teaching PE, who had been principal?! Of course, where was he going to go? He was in the later years of retirement. He didn't have to do that but for two or three more years. But, still, it was an emotional impact. It was totally, blatantly disrespectful.
>
> Ms. Loretta Williams

What impact do you feel desegregation had on White teachers (administrators)? The three teacher participants perceived that the impact on White teachers was minimal when compared to the impact on Black teachers. During the desegregation process, only one or two teachers were integrated into the predominately White schools. The teachers recalled that there were many of them (White teachers) and only a hand full of them (Black teachers). In general, each of the teachers perceived that the White teachers did not have to make many adjustments at all even to teach the Black children. The White teachers did not change their teaching styles or philosophies to meet the needs of all students. They were only focused on teaching White students. Ms. Williams pointed out that, "…that is why our schools are in the conditions that they're in." she is referring to the district's current academic rating of "unsatisfactory" based on the State's academic and accountability standards.

I really don't know unless it was the kids.

Mrs. Verdell Jessie

Yeah, I'm sure that they had to (adjust). It was so many they were the majority anyway. You know that. So they only had to adjust to a handful of us when we had to adjust to all of them. And really, really for me speaking it was no problem and I don't there was no problem for me to adjust to it.

Mrs. Dorothy Jackson

Ahhh, probably just a little anxiety. I don't think that, ahh, they could take us [Black teachers] in 'ones and two's'. But if you get to be 'three's and above', then they start watching you. You're up to something. You gotta... they gotta stop you. They gotta work with you. If..., when we integrated, all of the teachers got into one room to have lunch, Black teachers, "big question mark". So we have to spread your conference period out so that can't have time to be together. Ahhh, we couldn't change your lunch period because it is what it is. Ahhh, but we can give you lunch duties such that you're getting together is much less. But, not just a whole lot because as one said in the lounge, on one of the rare occasions that I was there, "well, we've got these kids..." one teacher said, "What are we going to do with them?", like we were some kind of... some foreign animal you know. "What are we going to do with them?" One veteran teacher said, "oh just give them something and let them draw." Now, you know that that blew my mind. You know that I didn't appreciate it. You know that I couldn't take that. So, as a result, yea, I stayed away from the lounge. I was one person

fighting many. And so how do you come up. I mean, you know. Now, I dare say, I don't know if they've changed their concept. They actually I do believe White populous, thought and think, that we can't learn. I honestly believe that. To this day... there are some with a different attitude. But, I do believe that a majority of

them to think that and I think that is why our schools are in the conditions that they're in. I'm sorry. But, that's my honest opinion.

Ms. Loretta Williams

Interpretation of Themes

The constructs of resilience and self-determination were observed as systematic and multidimensional processes of goal setting and empowerment. The theoretical framework of resilience embodies an individual's capacity to maintain one's composure when dealing with adversities and adaptation (Garmezy, 1993; Gu & Day, 2013; Henry & Milstein, 2004; Luthar, Cicchetti, & Becker, 2000). The theoretical framework of self-determination assumes that humans possess an innate ability to develop a unified sense of self that serves as personal agency to help them with understanding their options to make decisions (Deci & Ryan, 2002; Field, Martin, Ward & Wehmeyer, 1998; Wehmeyer, Sands, Doll, & Palmer, 1997).

The three African American female participants were selected for this study to analyze their perceptions, experiences, and thoughts of teaching in public schools before, during, and after desegregation. The purpose of this section is to report the answers to three research questions that guided the interpretation of the data. Also, a summary of

the interpretations will be provided for the responses to the interview protocol used in the study. The final chapter, Chapter V, provides a discussion of the research findings, an overview of an emerging theoretical model of resilience and self-determination, research implications, and future research recommendations.

This section addresses the research questions two and research question three. The responses fourteen interview questions are interpreted and explained below. The nine themes of resilience as identified in Polidore's (2004) and Taylor's (2009) were used to answer research question two. Four interview questions from the interview protocol were used to guide each participant's responses. Each of the nine themes of resilience emerged throughout the narratives of the participants and influenced the teacher participants' adaptation and desire to remain in the career as educators for many years until their retirement despite adversities and challenges that they experienced during the historical periods of segregation, desegregation, and integration. The nine themes were: bias for optimism, positive relationships, deeply committed, control of events, education viewed as important, efficacy, religion, flexible locus of control, and enjoys change. Ten interview questions from the interview protocol were used to guide each participant's responses for research question three. Correlated themes of self-determination and resilience were used to answer research question three. The four correlated themes of resilience and self-determination were (a) control of events (autonomy), (b) efficacy (psychological empowerment, (c) religion (self-regulation), and (d) flexible locus of control (self-actualization). The four themes of self-determination emerged throughout the narratives of the participants and influenced the teachers'

commitment and motivation to remain in the career as educators until retirement. The four themes of self-determination were autonomy, self-realization, self-actualization, and psychological empowerment. One additional theme of self-determination, leadership/professional/role model, emerged as an overarching theme to the four identified themes of self-determination. Grounded theory methodology was utilized to provide a "conceptually dense" (Denzin & Lincoln, 2000, p. 278) emergent theory of a holistic approach to adaptation and a unified sense of self. This emerging theory will be explained in the section that explains the themes for research question two and research question three. As previously presented, Table 5 shows a tally of the results of the themes of resilience and self-determination from the participants' interviews that were used to interpret each narrative.

Research Question Two

Research question two was focused on the characteristics of resilience themes that influenced retention and longevity of the African American female teachers in the rural southern school district before, during, and after desegregation. The purpose of this research question was to report the perceptions and voices of each participant in relation to resilience during challenges of segregation, desegregation, and integration. This research question was purposeful in relying largely previous research findings and to test, align findings, and clarify the prior research model from Polidore's (2004) and Taylor's (2009) research. Four questions from the interview protocol was used to guide each interview with the participants to specifically address research question two.

Resilience Theme: Bias for Optimism

Each of the participants described experiences and events such as isolation and hostility were some of the challenges and adversities that they endured while teaching at the integrated schools. However, they presented with different challenges at the Black school, lack of instructional resources and inadequate facilities, the teachers remained positive about teaching. During both scenarios, the participants remained optimistic about themselves and their teaching situations. Optimistic bias was the teacher participants' belief or perception that allowed them to view adverse situations positively.

> Did I face any challenges? I suppose that we all faced, we shouldn't had to; but we all faced the challenge of having to prove ourselves. Having to demonstrate that we can do the job. That was my biggest challenge. Ahhh I, yea, I was kind of resentful, hateful, at the concept, "how dare you think". Ahh and so I did not make it a challenge to make my co-workers like me. It is what it is. You can like me if you want to. If you don't I have my children (students).
>
> Ms. Loretta Williams

Resilience Theme: Positive Relationship

The participants tended to surrounded themselves with positive people and engaged in positive events. Positive people included the family, spouses or significant others, former educators, church members, and friends. Positive events included church, school, and community events that were focused on children and focused on their professional accomplishments. These positive occurrences contributed to their overall

well-being and happiness, commitment, dedication, tenacity, and intrinsic and extrinsic motivation.

> I guess my mother but, that was something that I always, you know that was the opportunity look like for Black people was to be a teacher and uh I always wanted to be a teacher. I wanted to be like I had a teacher that was a Mrs. Gooden and she was from Madisonville I think and she was the ideal person for me and she taught me in the third grade or something like that. And and I always said I want to be a teacher like this lady. So, the kids just adored her and all like that so but, really my mother; yeah my husband influenced me too to stay.
>
> Mrs. Dorothy Jackson

> It's my children. And White and Black. The love. The once they got past what the old people had told them and realized that I was human. It was most satisfying thing was the relationships that I had even to this day the relationships with both races more Whites than Blacks believe it or not.
>
> Ms. Loretta Williams

Resilience Theme: Deep Commitment

The three participants were consistently committed to their profession, to their students (Black and White), and to their community and to themselves to work hard and complete their daily job responsibilities. The teachers were committed to providing the best for students that would ensure their academic, personal, and social successes.

> I mean... is because I was a success, I was successful at doing what I was doing. And ahhh there was those who had to acknowledge it...like Mr. Hood the

principal. I know that I am not supposed to call names. I don't care. Ahhh... it's like I remained in it because of the fact that "I'm going to stay here, I'm going to prove myself. You can't run". And so I continued and when you get to a degree in your profession, you know so many years, you just don't uproot and go. Ahhh and seek employment somewhere else because of retirement with various things because let's face it. After integration, there wasn't a lot opened up outside teaching school for Blacks. Yea and ahhh so, my challenge that I was going to stay there and show them that I could do it and I'm going to stay one more year. And then the next year and then, there I am. Bam!

Ms. Loretta Williams

Resilience Theme: Control of Events

Even though the circumstances and context of their teaching experiences were surrounded by negative and uncomfortable events, the participants remained confident and secure in their ability to teach students and work with others. They understood that they had to control their behavior and actions regardless of what was going on around them.

…you just did what you had to do you pick up lessons from, from teachers, the main thing is getting something to carry them and the challenges is for the child to do it and to get it back to the teachers.

Mrs. Verdell Jessie

I think the first tournament we went to, I think they were just wondering how that team would react playing all Black team. But, in the meantime, I had schooled

my kids. I said now I know they're going to be calling you a nigger and things; they're going to be doing things intentionally and all like that. Don't let it bother you. You just out play them. And they had no problem with that situation. They got out there. And then I said you could, you could, we would try to run the score up on them anything like that. I said we are just going to play the game. If they call you just show them what a nigger can do. I say you just keep putting the ball in the basket when the running track like I said. That was the only incident and the kids that don't worry about this. [This statement was told to the White coach during a basketball tournament in Huntsville, outside of the school district.]It's okay because I can't keep my girls on the control around something like that. But she didn't say anything. It's ok because I kept my girls under control. They were always going to be close around; but any ways it worked out.

Mrs. Dorothy Jackson

Resilience Theme: Education Viewed as Important

Education was viewed as important for each of the participants on both personal and professional levels. Their parents had instilled the importance of education beyond high school school-level for them and their siblings. The participants motivated and encouraged their students to reach their maximum potential and realize their dreams and goals through education. All of the participants received advanced degrees masters' degrees either before or during desegregation. Their love of teaching helped them to serve as role models for the students that they taught and for the people in their community.

> I just knew that I was going to college, I don't know how I knew I didn't know how I was going to college but, at 16 you're too young to be at home, you can't get a job, what do you do? So, my mama sent me to school and I was influenced by my, my home economics teacher and I majored in home economics never taught it one day in my life but, I have no regrets whatsoever.
>
> Mrs. Verdell Jessie

> I enjoyed that and that was my spirit came from my mother. She said you can do this you can do and I said I always had confidence in myself but, that's what I try to instill in my kids you have to believe in yourself you can do what you want to do with the help of the almighty that's what I use to tell my kids all the time.
>
> Mrs. Dorothy Jackson

Resilience Theme: Efficacy

Efficacy refers to the strong belief that each of the teacher participants held while teaching that was in relation to their strong beliefs about their ability, confidence, competence and perseverance to maintain and obtain their goals and aspirations. The participants believed that they were competent to meet the demands and needs of any situation that they were presented with.

> I was Black. I am a woman. And right now, I am the only one on this campus qualified. And I had longevity. And I put it where I knew it was going to fly.
>
> Ms. Loretta Williams

Resilience Theme: Religion

The three participant's narratives affirmed the resilience theme of religion and what those implications were for their lives while teaching. Religion was significant early in their lives and how they were raised by their parents. They indicated that they were actively engaged in church activities as and as adults. Religion still remains as an integral part of their lives and they all attend church and church related events on a regular occasion. The participants shared that their faith kept them strong and able to endure the events in their lives.

> Nothing, but strength from God. I thought it was awful at first. My husband encouraged me.
>
> Mrs. Verdell Jessie

> You can do what you want to do with the help of the almighty.
>
> Mrs. Dorothy Jackson

Resilience Theme: Flexible Locus of Control

After being integrated into a new and unfamiliar environment, predominantly White school, the participants used internal and external loci of control. Internal locus of control was demonstrated when the participants' narratives shared that they worked hard to meet the expectations of the new school in order to prove their competence when compared to their White colleagues, teachers and administrators. The participants expressed that they continued their teaching styles and professionalism even when they made had persuaded not to do so. This action reflected their external locus of control.

> [What was their biggest stressor?] We didn't have any. We didn't the biggest thing was taking the TCAT ourselves and passing it because the test was made to get rid of as many teachers that they could. I passed the test.
>
> Mrs. Verdell Jessie

Resilience Theme: Enjoys Change

Throughout the narratives of each participant, their beliefs were that that even though there were changes, they would adapt accordingly. Some of the changes were indicated as not being as positive as others. However, they responded that during various conditions including their personal and professional lives that they accepted the changes and made adjustments as needed. Mrs. Jessie indicated that she did whatever she needed to get students to graduate.

> Watching, especially, child when he graduates from school; getting them getting them through getting her child out of the school system.
>
> Mrs. Verdell Jessie

> Well, I was reluctant at first when I start working during desegregation. Then I was excited because I figured that that we would be exposed that the same thing as the others.
>
> Mrs. Dorothy Jackson

Research Question Three

The third research question was about the characteristics of self-determination and each participant's personal views of themselves as African American female teachers in a rural community before, during, and after desegregation. The purpose of

this research question to gain a deeper understanding of the teachers' self-determination during this time period of their teaching career. Ten questions from the interview protocol was used to guide each interview with the participants to specifically address research question three.

Self-determination Theme: Autonomy

Autonomy refers to the freedom and control that the participants experienced. Their freedom was based on their personal preferences and interests that were not inhibited from external influences. Autonomy allowed for the participants to make appropriate decisions and to problem-solving during adverse situations.

> And all that I can say, is that doing this successful job as an educator with my kids, parents, and co-workers, ahhh in all areas. Believe it or not, there did come a time when I would say that 95% of the time, I was just Loretta. They, apparently, it appeared that they did not look upon me as Loretta [Williams] who happens to be Black, Loretta who's Black. And I will say that the parents also, that came in, most of them that came in, were able to interact with me. As a matter of fact, one parent went over and told Dr. Webb that I was the only one that had any sense. But, you know, it is what it is again.
>
> Ms. Loretta Williams

Self-determination Theme: Psychological Empowerment

Psychological empowerment was exhibited when the participants believed that they could exert control over areas that were considered important to them. The teachers

perceived that they had the necessary skills to exert control and exercise those skills to allow for their desired outcomes.

> When I started teaching that first year I started like I said you can do what you want to and I feel so in that first year I know we can do it.
>
> Mrs. Dorothy Jackson

Self-determination Theme: Self-realization

Each of the narratives from the participants revealed that they understood their strengths and weaknesses. After schools were desegregated, the participants were aware of the challenges that they would be faced with and what skills that they would need to be successful. In addition, they were aware that by advancing their education they would be able to compete with their White colleagues. Also, they looked to their faith in God and religion when they needed guidance. The participants resorted to spiritual sources and intrinsic motivation for encouragement.

> we knew that that we were we were to strive to do our best because our parents and our neighbors everyone have to make sure that the students that we as kids were on the right track was on the right track and we were doing striving to do the best that we can and they would they even neighbors or whatever were like mothers to us and they made sure that we were stay focus and to do our best and they observed us it made me feel great it made me feel like that other than my parents someone else cared and was concerned and that was everybody not only the church people the neighbors everyone in the community the neighbors the church people and all.

Mrs. Dorothy Jackson

> Did I face any challenges? I suppose that we all faced, we shouldn't had to, but we all faced the challenge of having to prove ourselves. Having to demonstrate that we can do the job. That was my biggest challenge. Ahhh I, yea, I was kind of resentful, hateful, at the concept, "how dare you think". Ahh and so I did not make it a challenge to make my co-workers like me. It is what it is. You can like me if you want to. If you don't I have my children (Black students).

Ms. Loretta Williams

Self-determination Theme: Self-actualization

Self-actualization refers to the teachers making decisions and problem solving to decide the best course of action when presented with adverse situations and challenges. When the teachers were met with opposition, they each determined the best strategy to use so that there would be win-win resolutions for all parties involved. Both internal and external loci of control help to facilitate their decision making and problem solving processes.

> (Sighed) I guess that I felt most competent when I had proven the fact that I can do this, I can survive, and I can handle this. And when the administration, superintendent, down to the principal, they didn't actually say... Oh yeah they did say, Dr. Webb [district superintendent] did say that Hollis (Hood) [campus principal] had told him that I was the best darn counselor that he had ever had. Now, he didn't ever tell me. But, the fact that he refused to let me go back to the classroom. Yes. And Dr. Webb was very supportive. And the fact that when Mr.

> Henson become superintendent, he didn't even go to Mr. Hood, and he came to me, for whatever he wanted, for whatever he needed. I was his source and I felt that he not only respected but they had confidence that I could do the job.
>
> Ms. Lillian Williams

Self-determination Theme: Leadership/Professional

The participants described how their work attire, attitudes, and behaviors contributed to the leadership roles that they held while they were teaching and in the community. They each acknowledge that students, parents, teachers, and administrators considered them as role models. The participants believed that their lives and their teaching careers would be successful. Also, they believed that the positive and professional examples that they demonstrated would encourage and motivate others, specifically students to achieve their goals.

> I really don't know. I've always, [wanted to be a teacher]. Well my first grade teacher everybody thought she was the meanest and most hateful person going. But, somehow wasn't hard to discipline or anything like that because I was afraid of her. And that particular lady she inspired me. I said when I grow up I want to be just like Mrs. Ruth Walker I want to be a teacher and I want to be a leader.
>
> Mrs. Dorothy Jackson

Summary

The lives and teaching experiences of the three African American female teachers were indicative of characteristics of resilience and self-determination. Through various challenges and adversities, these retired teachers were able to navigate negative

and life-altering experiences while remaining committed to their professions. Their voices and stories depict their perspectives and teaching experiences before, during, and after desegregation. Voices that were confident about their contributions to their community and to the educational systems. Stories that described their will to defy all odds and to be successful even when they may have been destined to fail. The challenges and adversities that these female teachers experienced may never be totally explained or understood. However, they reported that regardless of events that they were presented with, they would stay firm and remain in their careers until they retired.

Some of the resilience and self-determination themes were more prevalent than others. As displayed in Table 5, bias for optimism, positive relationships, leadership/professional, deep commitment, control of events (autonomy), education viewed as important, and efficacy (psychological empowerment) were more dominant than religion (self-realization), flexible locus of control (self-actualization), and enjoys change. Through the lens and voices of the three African American female teachers, their narratives and stories provide significant understanding about their teaching perspectives and experiences before, during, and after desegregation in a rural southern school district. Chapter V provides the summary of research findings, emerging theoretical model, discussion of research findings, implications for practice and research, and recommendations for future research.

CHAPTER V

CONCLUSION

Introduction

The intent of my research was to explore the teaching experiences and perspectives of African American female teachers before, during, and after desegregation in a Southern rural school district. The study, specifically, examined their experiences and perspectives from the lenses of two theoretical frameworks, resiliency and self-determination as well as any undiscovered themes that emerged in the literature. During the literature search of doctoral research databases, there were limited studies that examined resiliency and self-determination from the voices and views of African American female teachers. By using the marginalized and underrepresented voices of three African American female teachers who taught during one of the most pivotal time periods in the history of education, narrative inquiry empowered the participants with voice and exposure that they would not have been able to share previously.

The focus of my research was to examine the experiences and perspectives of three African American female teachers in relation to the characteristics of resilience and self-determination that influenced the teaching retention and career longevity in education in a rural school district. My use of cross-case analysis (Patterson, 2002) to compare and contrast the participants' narrative cases, to aggregate the themes of resilience and self-determination as identified in the participants' individual narratives, and to validate the themes or patterns that were grounded in the context, literature, and theoretical frameworks of resilience and self-determination was critical in explaining

how resilience and self-determination impacted teacher retention an career longevity. Triangulated data from the three participants' narratives were used to internally validate the 10 themes of resilience identified in Polidore's (2004) and Taylor's (2009) resilience themes and the four themes of self-determination.

Each of the resilience and self-determination themes emerged throughout the participants' narratives influenced the three African American female teachers desire to remain in their chosen careers as either teachers or administrators. During a pivotal point in history, the participants remained in the profession for several years in spite of the challenges and adversities that they faced. Some of the resilience themes were more dominant than others; bias for optimism, control of events, commitment, education viewed as important, positive relationships, and efficacy. In contrast, some of the self-determination themes were more dominant than others; autonomy, psychological empowerment, and leader/role model. Moreover, it was evident that each characteristics of resilience and self-determination were influential and significant in helping the three African American female teachers remain in the profession. Their stories and voices of their experiences and perceptions could have value for educators and our educational schooling system.

Summary of the Research Findings

As a researcher, I chose this topic because of the teacher shortages, specifically, underrepresented African American teachers, in the United States and because of my experiences in the rural community where my study was conducted. Research has shown that student of color enrollment is increasing at both the K-12 public school levels and at

the university level. With this increase of enrollment, the number of teachers of color has not followed this national trend of increasing participation. As a matter of fact, there seems to be an exodus of teachers that leave the profession. Questions of why teachers are leaving the profession continue to be examined through comprehensive data that has been collected and published in research and empirical studies. In this final chapter, I provide a conclusion to the study by considering the collective stories and voices of three African American teachers. In this section, I described the manner in which participants recalled events and then I offered an emerging theoretical model for understanding the participants' experiences. I would like to suggest that the circumstances that they lived through could be likened to a version of a rite of passage in which the teachers underwent a tremendous change and adaptation in their identities or sense of self. The chapter concludes with discussion of research findings, implications and recommendations for future research.

The Theoretical Model of a Holistic Approach to Adaptation and a Unified Sense of Self

After coding the data for units of meaning and then sorting the individual pieces of meaning into categories, I revisited the transcriptions with an eye of identifying "recurring regularities in the data" (Merriam, 1988, p. 135) that could help organize the mass amount of information that had been collected. Once I focused on the three distinct research questions as they related to the time periods covered in the study (before, during, and after desegregation), I allowed myself to step back and view the data from a global perspective. The term "themes" was used to describe the patterns that were found

repeatedly within the interview transcriptions. All hypothesized themes were interpreted in the interviews with the participants. The themes were linked to the individual participants' stories and voices even though their personal experiences were unique and specific to them. Over the course of several weeks, the initial list of themes was reduced into a more rigorous, shorter list of fourteen themes. These include themes of resiliency (autonomy, religion, flexible locus of control and religion) and themes of self-determination (autonomy, self-realization, self-regulation, and psychological empowerment). Each of these themes was prevalent across the research process.

Basically, the themes emerged to at least some degree of each phase of the research timeline; while participants worked in were teachers in segregated schools, while their districts were implementing desegregation plans, and after the teachers worked in desegregated schools. In the discussions below, I explained each theme in order to highlight how these patterns manifested across the data. However, it was important to note that as a researcher, I was alert to the possibility that patterns that would inter-connect in the participants' data that may differ from what was expected. Miles and Huberman (1994) described this encounter with the data as "following up surprises" (p. 270). A cross-case analysis was use to link the categories and to address the research questions to see what experiences that they held in common. Descriptions and interpretation of the categories were aggregated based on the individual teachers' interview responses on a case by case basis. Identifying themes allowed a portrait to emerge from the essence of the teachers' experiences and perspectives. Although the participants in this study discussed and related information specific to Navasota, Texas,

synthesizing the teachers' voices and stories in this manner provided a means for other scholars to compare and contrast events and circumstances in other research sites.

In depth experiences and perceptions of teachers who aught before, during, and after desegregation was shared through a unique inquiry told in their own voices and through personal and professional stories. Their experiences and perceptions were collected, analyzed, and triangulated which led to an emerging theoretical model for a holistic approach to adaptation and a unified sense of self. Figure 3 represents the model revealed ten themes from Polidore's (2004) and Taylor's (2009) theoretical model of adult resilience with the efficacy theme added. Figure 4 presents their model with added theme of leadership and role model. The themes of resiliency were deeply committed, enjoys change, bias for optimism, flexible locus of control, ability to control events, moral and spiritual support, positive relationships, education and efficacy.

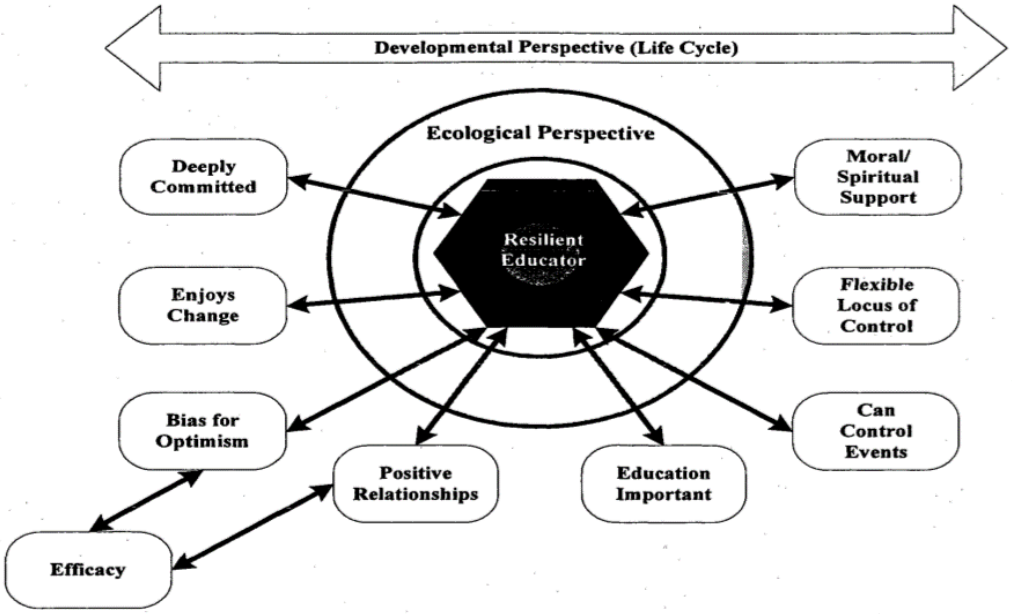


Figure 3. Polidore (2004) and Taylor (2009) graphic conceptualization of resilience in education theoretical framework. From *The teaching experiences of African American women before, during, and South: A narrative inquiry through the lens of resilience and Black feminist theory* by L. Taylor (2009) (Doctoral dissertation, Sam Houston State University). Reprinted with permission.

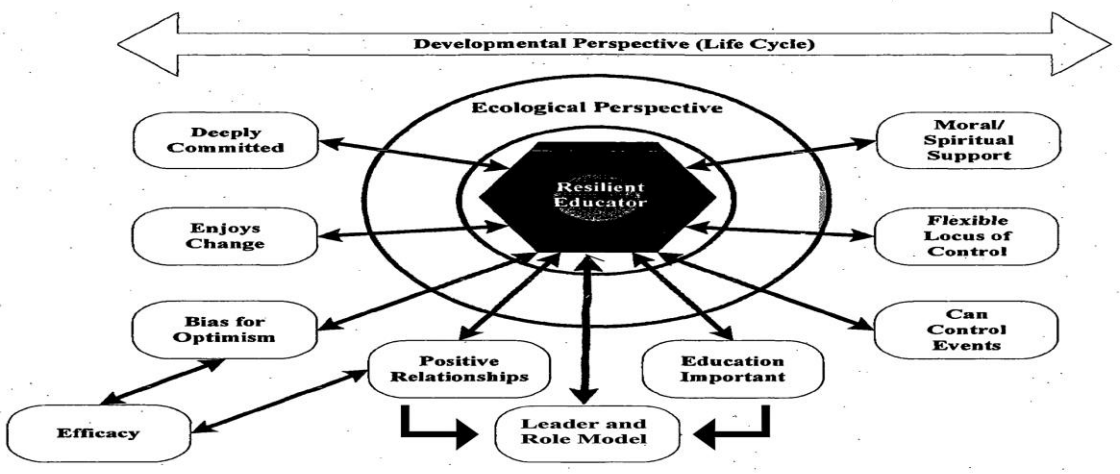


Figure 4. Johnson (2015) addition to the existing model of Polidore (2004) and Taylor (2009) graphic conceptualization of resilience in education theoretical framework. From *The teaching experiences of Lucille Bradley, Maudester Hicks, and Algeno McPherson before, during, and after desegregation in the rural South: A theoretical model of adult resilience among three African American female educators*,by E. Polidore, 2004 (Doctoral dissertation, Sam Houston State University). Copyrighted 2004 E. Polidore and from *The teaching experiences of African American women before, during, and South: A narrative inquiry through the lens of resilience and Black feminist theory* (Doctoral dissertation, Sam Houston State University). Copyright 2009 by L. Taylor. Adapted with permission.

In addition, four themes of self-determinate helped develop the foundation for this emerging model. The themes or dimensions of self-determination were autonomy, self-regulation, psychological empowerment and self-regulation. This theoretical model can be defined as "a set of interrelated constructs, definitions, and propositions that presents a systematic view of a phenomena by specifying relations among variables, with the

purpose of explaining and predicting phenomenon" (Kerlinger, 1986, p. 9). In comparison, Argyris and Schon (1974) have defined theory as "a set of interconnected propositions that have the same referent – the subject of the theory" (pp. 4-5). Furthermore, LeCompte and Preissle (1993) reported, "theorizing is simply the cognitive process of discovering or manipulating abstract categories and the relationships among these categories" (p. 239). Each of these definitions and perspectives of theory development is best summarized by Anfara and Mertz (2015) statement that:

> To understand a theory is to travel into someone else's mind and become able to perceive reality as that person does. To understand a theory is to experience a shift in one's mental structure and discover a different way of thinking. To understand a theory is to feel some wonder that one never saw before what now seems to have been obvious all along. To understand a theory, one needs to stretch one's mind to reach the theorist meaning. (p. 2)

During the interviews with each participant, as the researcher I had the opportunity to "travel" into their minds so that I was able to perceive reality as the participants did. At the end of the interview with Ms. Loretta Williams, she asked the following question, "How did you feel being integrated into the school district?" I was taken aback for a brief moment because I had not really compared my experience working in the same district that she had with the same experience as she did. So, I had to truly think about it. However, I did not share my thoughts with her. It wasn't until I started to pen my thoughts in my notes that I realized how much I understood my

participants' perceptions and experiences. Therefore, I did not have to travel too far to understand my own perceptions and thoughts about the experiences.

In this study, their experiences and their sense of perceptions were described and explained at a concrete level. Ultimately, through cross-case analysis I was able to develop an understanding of the events that could be related from the past to the present. Eventually, clustering and categorizing the events or concepts of my participants' voices through their stories created higher-order units that are known as constructs. Then, it was with these constructs their experiences of resiliency incorporated with their perceptions of the concept of self-determination that best describes the relationship between resiliency and self-determination. As the researcher, propositions of this phenomenon provided an explanation of relationship between resiliency and self-determination. Some of the themes of resiliency (autonomy, religion, flexible locus of control, and religion) were related to dimensions of self-determination (autonomy, self-realization, self-regulation, and psychological empowerment). At this point, the multiple propositions of relatedness between the themes of resiliency and self-determination provided the building blocks of an abstract theory for an emerging theoretical model for a holistic approach to adaptation and a unified sense of self. Below, Figure 5 represents a pictorial representation of the emerging theoretical model.

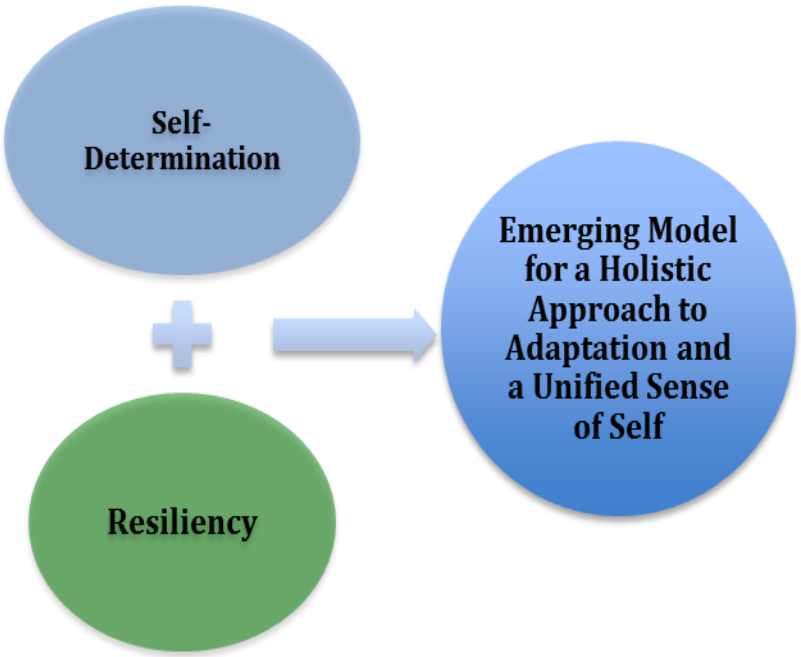


Figure 5. Graphic conceptualization of emerging model for a holistic approach to adaptation and a unified sense of self. From The Way We Were: Voices of Three African American Female Teachers Before, During, and After Desegregation in a Southern Rural District. By D. Johnson, 2015. (Doctoral dissertation, Texas A&M University). Copyright 2015 by D. Johnson.

A discussion of the implications of the theoretical model of a holistic approach to adaptation and a unified sense of self was viewed the possible needs of the learning community that includes teachers, administrators, and universities. Following the discussion on implications of the theoretical model and the summary of the findings of the research, an explanation of each theme.

Discussion of the Research Findings

With the increasing demands and stressors from our national-, state- and local level accountability polices and standards, teachers are overwhelmed and challenged to remain in the teaching profession. However, the participants, in the study, remained in the profession in spite of the challenges and adversities that they endured before, during,

and after desegregation in a Southern rural school district. This study utilized the themes derived two theoretical frameworks. The theoretical framework of resilience was comprised of ten themes: deeply committed, enjoys change, bias for optimism, flexible locus of control, ability to control events, moral and spiritual support, positive relationships, education, efficacy, and leadership and role model. Autonomy, self-regulation, self-realization, and psychological empowerment are the components of the theoretical framework of self-determination. The three participants were chosen to analyze their perceptions and experiences before, during, and after desegregation. Grounded theory was used to present a "conceptually dense" (Denzin & Lincoln, 2000, p. 278) emergent theory of a holistic approach to adaptation and a unified sense of self. The following is a discussion of how each of the resilience and self-determination themes was applicable to the teaching experiences of the participants in the study.

Deeply Committed

The authors, Fraser, Richman, and Galinsky (1999) positioned that the definition of resilience as one's ability to rise above hardships and are successful despite interactions in high- risk circumstances. Deep commitment goes above and beyond just showing up at work with a list of tasks that need to be completed. People should be genuinely concerned about the kind of and the quality of work that they do every day. The participants in this study expressed that they were deeply committed to the community, to the school, to the students, and to the profession. Through challenging contexts, the participants were dedicated and passionate about teaching as indicated through their shared stories in the study.

Enjoys Change

According to Walsh (2006), resilience is the capacity to rebound from adversity during an active process of endurance and growth in response to challenges. The participants expressed openness to change particularly when schools were integrated. The survival of African Americans who have been oppressed, marginalized, and underrepresented as a whole have been conditioned to accepting change by being resilient and self-determined. Integration was an unexpected experience that the three participants did not bargain for when they entered the profession. However, they were able to bounce back through all of the adversities, challenges, and changes that they experienced while they were educators before, during, and after desegregation. Their ability to positively adapt was more than just than a coping experience to meet the changing needs of their school community and of society. The participants realized and understood that change was normal and they welcomed it.

Bias for Optimism

Luthar, Cicchiette, and Becker (2000) stated that resilience refers to a "dynamic process encompassing positive adaptation with the context of significant adversity" (p. 543). When each of the participants were asked about what they did to prepare for integration, they all adamantly replied that they did not do anything. The teachers shared that they were confident that they could easily adjust to any challenges that may arose. Even when they felt unwelcomed, ostracized, and ignored, the teachers remained diligent to know that things would somehow work out. Throughout all of the adversities

and challenges that the three African American participants endured, they never lost their sense of optimism.

Flexible Locus of Control

Resilient individuals often benefit from both internal and external locus of control (Walsh, 1998). The ability for the study's participants to remain flexible during various stages of desegregation was important. For example, transitioning decisions and processes were not in under their control. External factors and other individuals were in control of the integration of segregated schools to desegregated schools. Therefore, they adapted and adjusted to others with minimum conflicts while they remained true to who they were. The three African American female teachers felt competent in their ability to meet the challenges and adversities that were presented. Their internal locus of control helped them to be in control of their environments and to be consistent in their values as integrity as educators.

Ability to Control Events

The ability to control events refers to the three African American female teachers' capability and capacity to make decisions that encompass a broader set of skills that involve identifying alternatives and consequences of actions based on the circumstances that they were presented. The participants were able to make preferred choices, appropriate decisions, and problem solve without external influences. Autonomy involves the overlap of decision making and choice making as a "process of selecting between alternatives based on individual preferences" (Wehmeyer et al., 1997, p. 310).

Moral and Spiritual Support

Religion and their belief in God was identified as a strategy of problem solving when dealing with some of the challenges and adversities that they experienced during the desegregation process. Walsh (1998) reported that one's faith or religion that is developed early in life becomes fundamental in how their futures are shaped. The three African American teachers mentioned that their religious upbringing has been a constant aspect of their lives even up until today.

Education Viewed as Important

Resiliency is explained as "the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought on by early traits, conditions, and experiences" (Wang, Haertel, & Walberg, 1994, p. 46).

Positive Relationships

The participants described how they were able to maintain positive relationships with both White and Black students after the schools were integrated. They also spoke about how their interactions with White teachers and White administrators felt strained, they still tried to keep positive associations with others. Positive connections with the family, spouses, and friends were also important throughout their professional careers. Despite being in adverse situations, resilient individuals could be successful if they had at least one unconditional relationship (Werner, 1993).

Efficacy

"A process of, or capacity for; or the outcome of successful adaptation despite challenging and threatening circumstances" (Garmezy & Masten, 1991, p. 459) is

described as a resiliency theme. Eisenman and Chamberlin (2001) and Whitney-Thomas and Moloney (2001) concluded that a consciousness about oneself and a belief in oneself based on their confidence or competence.

Leadership and Role Model (Professional)

The theme of leadership and role model prevalent throughout the narratives shared by the participants. When African American females enter into positions of leadership and authority or being a role model, the masks that society places on them may fracture. Conventional mask of compliance and convention could hide their true beings in the world (Green, 1988). The participants felt as though they were leaders in the classroom and were role models to the students and faculty on the Black campuses. However, the some of the participants communicated that their freedom and freedom of expression was challenged and stifled when they were integrated onto the White campus. Most importantly, the African American teachers' voices were silenced through institutional amnesia. But, through their individual memories I was able to identify their strength that I heard through their stories.

Autonomy

Wehmeyer et al., (1997) identified autonomous functioning or behavioral autonomy as a person acting according to one's preference without external influence. Prior to desegregation, each of the teachers described being on their own and taking full responsibility for all of their actions. Walsh (1998) suggested that resilient individuals take responsibility for their actions. They felt as though they had even more autonomy when schools were integrated. However, autonomy was not due to trust and support

from their colleagues or the administrators. But, they felt autonomy because they were initially left alone. The three African American teachers took the initiative to adjust to the many changes while maintaining their own individuality while still maintaining positive relationship with others.

Self-Regulation/Self-Actualization

A combination of skills, knowledge and beliefs that enables a person in goal-directed, self-regulated, autonomous behavior is defined as a component of self-determination (Fields, Martin, Miller, Ward, & Wehmeyer, 1998). The authors shared that, "when acting on the basis of these skills and attitudes, individuals have a greater ability to take control of their lives and assume the role of successful adults in our society" (Field et al., 1998, p. 2). Also, this theme describes when an individual engages in self-management, problem solving and goal setting and goal attainment.

Self-actualization assumes that humans have an innate, natural and constructive tendency to develop an elaborate and unified sense of self (Deci & Ryan, 2002). In addition, this theme refers to an individual acting on an accurate understanding of one's strength and one's limitations.

Psychological Empowerment

Deci and Ryan (2002) considered psychological empowerment as an expression of personal agency that assists individuals with an understanding of their own strength, preferences, and needs that would be sufficient enough to cognitively evaluate various options and goals that would help to determine clear goals and directions. Psychological empowerment or acting on the belief that one can exert control over areas that are

considered important. This empowerment acknowledges that individuals have the necessary skills to exert control and that exercising this skill will result in a successful and desired outcome.

Implications for Practice and Research

Teachers play an important role in the development of our children and future productive citizens in this country. The strategies and processes in the recruitment, training, and retention of teachers could greatly impact student outcomes and teacher effectiveness. Administrators should encourage teachers to not only provide responsive pedagogy; but they should also encourage teachers to be great leaders and positive role models. When school districts utilize the constructs of the Theoretical Model of a Holistic Approach to Adaptation and a Unified Sense of Self that incorporates the themes of resilience and self-determination, they may find that their students could experience more academic and social success. Recruiting and training teachers is crucial in the development of students to meet the changing needs of our society. Administrators should look for teachers who exhibit not only the qualities of an effective teacher, but they should recruit teachers who exhibit characteristics of a resilient and self-determined teacher. Teachers can be trained to look for and to nurture resiliency and self-determination in all student especially students of color, students with learning and physical disabilities, and students from low socio-economic backgrounds.

Universities could use the constructs of the Theoretical Model of a Holistic Approach to Adaptation and a Unified Sense of Self to effectively train teachers to be resilient and self-determined leaders and role models in the classroom. Effectively

trained teachers modeling resiliency and self-determination could have a domino effect for successful schools and successful students. The attributes of resiliency and self-determination should be a part of the development of productive and successful students. Over time, the synergy of this approach will help develop self-determined and resilient citizens.

The knowledge of the experiences and perspectives shared between the African American female teachers as participants and me as the researcher becomes an opportunity for growth in cultural knowledge, understanding, and education that can benefit a wider audience outside the African American community. Hopefully, this research with contribute to scholarly work about public school teachers that highlights the intersections of race, gender, and politics as they pertain to public school teachers, particularly African American teachers. It is my intention to bring about the opportunity for increased educational and cultural discourse from my participants who shared their experiences and memories specific to them because of the historical era that they lived and worked through. This historical era was essential in what they experienced and the impact of race, gender, and the social, political, and cultural nuances of recruiting, training, and retaining of African American teachers.

Rarely, are the voices of those who have been marginalized or devalued included in the strategies to transform school districts to address the issues and challenges of recruitment and retention faced by African American female teachers in public schools across the country, particularly as students of color enrollment increases. Although the enactment of *Brown v. Board of Education* (1954) served as a major catalyst to

integrating the two races, Black and White, it was the life lessons during segregation that allowed the three African American female teachers to be resilient and have self-determination as they persevered during the racial conflicts and adversities of the Civil Rights Era. The teachers were able to adapt and to develop a unified sense of self to resist the oppression of the social and historical politics that hid and masked persistent prejudices, discrimination, and social injustice that each of these female teachers encountered and endured as they transitioned before, during, and after desegregation in a Southern rural school district in Texas.

Recommendations for Future Research

This study attempted to gain an understanding of the experiences African American female teachers that taught in schools located in a rural southern school district in Texas during the years 1954 until 1998. Specifically, this study reported the perceptions of the African American educators' teaching experiences in segregated schools, the recollections of the desegregation and integration processes, and their encounters and perceptions of teaching in desegregated schools. As a result of this study, the following recommendations would be beneficial for scholars to continue the research that was initiated in this inquiry.

Some potential suggestions and recommendations are identified below:

1. conduct more in-depth research focused on one or more selected participants from this study as a documentary
2. conduct quantitative analysis of the information collected in study to aggregate the data a multiple levels and to provide thicker descriptions

3. conduct interviews with other African American female teachers who left the school district identified in the study to determine if their experiences were transferred to other school districts
4. conduct interview other stakeholders who were present during the same time period that the three African American female teachers worked in the school district (include African American males, White females, White males, and any other races who were teachers and administrators)
5. conduct research on African American female teachers experiences in suburban school districts during the same time period
6. conduct case study research of the lives and experiences of African American female teachers in both segregated and desegregated schools located in small communities elsewhere in the country to help fill the gap in literature
7. examine the impact of desegregation of the African American community (students, parents, and stakeholders)
8. examine the re-segregation within urban, suburban, and rural school districts
9. examine the impact of recruitment, hiring, training, and retention of African American teachers after desegregation

Summary

The exploration of the unknown in society through the practice of inquiry can offer opportunities to understand the events that shape the perception of individuals who seek the significance of consciousness. In order to seek significant consciousness, this narrative study examined the perspectives and experiences of three African American

female teachers who taught before, during, and after desegregation in a southern rural school district. Polidore's (2004) resilience theory and Taylor's (2009) modification of Polidore's theory served as one of the theoretical frameworks of my study. Self-determination served as my other theoretical framework. The two correlated theories assisted to study the perceptions and experiences of African American females about their teaching experiences and the characteristics of resilience and self-determination that influenced their retention and longevity in the education profession. Through narrative inquiry using a 37-question interview protocol, I conducted individual, semi-structured interviews with three participants. Descriptive data were collected from transcribed interviews and historical artifacts such as photographs and school programs. Audio recorded interviews were transcribed and analyzed for emergent themes of resilience and self-determination. Cross-case analysis was used to aggregate the emergent patterns that were used to establish themes that were grounded in the context, historical, social, and legal, as well as the two theoretical frameworks of my study. The reliability of my study was established through an audit trail. Member checking, triangulation, peer review, and trustworthiness were used to establish he validity of my study. Trustworthiness, transferability, dependability, credibility, and conformability enhanced the value of this research.

Only recently has the experiences of African American teachers been included in the literature from which history has been written. The documented experiences of teachers has primarily focused on White teachers and has ignored the experiences of African American teachers. The awareness of the memories included in scholarly

research of both White and African American teachers' memories, voices, and experiences of historical events in order to extract an interpretation of the events requires a unique undertaking of exploration. However, it is these teachers' memories, perceptions, experiences, and voices that are essential to the destruction of institutional amnesia that marginalizes individual memories.

Hopefully, by sharing their perceptions and experiences, the three African American female teachers' individual memories will no longer be silenced through institutional amnesia. The fact that I am an African American female educator conducting this research on African American female educators, it has become my privilege and honor to meet and interview them. From the African America female teachers presented in this study, we can learn much about the power of achieving your highest potential as a productive human being through resilience and self-determination. Even though they shared the challenges and adversities of race, gender, and politics on their individual matriculation from classroom teachers at Black schools until their retirement as educators from White schools, those situations did not deter them from becoming the strong and resource women that they destined to become.

The stories of these three African American teachers told in their own individual voices serve as a testimony to the many victories and successes that they each have experienced both personally and professionally as African American female teachers. The teachers' individual stories are inextricably linked to their communal and collective history. This study represents only one account of these three African American teachers' perspectives regarding their experiences in a Black segregated school and a

predominately White desegregated school. Through the conscious listening to the previously unheard and silenced voices of these three teachers, the social, cultural, and historical message of desegregation now has a new face. The teachers' perspectives and experiences inform and provide a more complete awareness and understanding about a hidden and unique time period in African American educational history located in a small southern rural town. This small, rural town like so many others can offer stories that illuminate African American teachers' commitment to educational equality and highlight the exceptional contributions of these teachers to our educational system.

While the efforts to increase teacher retention rates have focused on the initial hiring process of selecting personnel based on certification areas and degree attainment, there has been minimal evidence that suggest how to maintain and sustain highly qualified teachers in the field. Advancing the concepts of resilience and self-determination through the voices of teachers who chose to remain in the profession, this study recognizes the challenges in the classroom at both all-Black and predominately White schools teachers felt strongly that it was necessary to systematically and personally process to overcome adverse situations. The teachers' willingness and cooperation to share their perspectives and experiences through this dissertation provided an avenue and awareness to a part of educational history that is no longer

hidden or silenced. It is for this that communities should be thankful of each teacher who was a pioneer in the desegregation process. Their voices will be heard and each individual who participated no longer is silenced by institutionalized amnesia. By helping teachers to develop positive responses, to become resilient, and to be self-determined in challenging situations in schools, this may enhance the likelihood that teachers will remain in the education profession.

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APPENDIX A

Interview Questions

1. Tell me about yourself. When and where were you born?

2. What were the occupations of your parents?

3. Who influenced you the most as a child?

4. Please tell me about the schools you attended i.e., elementary, high school, etc.?

5. Describe your experiences living in the community Navasota, Texas in the segregated South. How did you feel? What did you see?

6. In what community activities were you involved?

7. How did you decide to become a teacher?

8. How many total years did you teach in public school Navasota? What year did you begin your teaching career? What year did you retire or resign from teaching? For the purpose of my study, the definition of desegregation refers to the year 1976 when public schools in Navasota were required to educate both African American and White children in the same schools.

9. Describe how you felt when you learned that schools would desegregate?

10. What did you do to prepare for the transition from a segregated school to a desegregated school? Did you make any specific goals?

11. How were you treated within your own racial and cultural community when schools were desegregated?

12. Describe the similarities and differences in teaching before and after desegregation? Please include both students and teachers in your description.

13. What is your description of the stereotypical Black teacher before desegregation? Does that also describe you?

14. How did White administrators react to your presence in the classroom after desegregation?

15. How did White teachers react to your presence in the classroom after desegregation?

16. How did White parents react to your presence in the classroom after desegregation?

17. How did White students react to your presence in the classroom after desegregation?

18. Do you know of any teachers who were reassigned after the desegregation of schools in 1976? If so, please explain. For example, from a principal to an assistant principal or from a familiar subject to a subject not previously taught. If so, please explain.

19. Do you know of any teachers who were demoted to a lesser position after the desegregation of schools in 1976? For example, from a teaching to a non-teaching position. If so, please explain.

20. Do you know of any teachers who lost their jobs after the desegregation of schools in 1976? If so, please explain.

21. Was there anything different about your teaching experience before or after the desegregation of schools in 1976 that may have been different from other African American teachers in your community?

22. Did you face any challenges during the desegregation of schools in Navasota during, and after the 1976-77 school year? If so, what were they?

23. How or what helped you to endure the challenges and remain in the education

profession after the desegregation of public schools in Navasota 1976?

24. Who was influential in helping you to continue teaching in Navasota during and after the desegregation of schools in 1976?

25. What impact do you feel desegregation had on African American children?

26. What impact do you feel desegregation had on White children?

27. What impact do you feel desegregation had on African American teachers (administrators)?

28 What impact do you feel desegregation had on White teachers (administrators)?

29. Were you ever in danger because you taught in a predominantly White school?

30. Describe a situation during your career when you were faced with the most difficult problem. How did you resolve that problem?

31. What was your greatest source of stress as an educator, and how did you handle it?

32. What was it about during your career that you found most fulfilling or most satisfying?

33. When did you feel most competent as an educator? When did you feel least competent?

34. As a result of your years in education, what have been your greatest accomplishments?

35. What are your current perceptions about the integration of schools in Navasota and in general?

36. As an African American teacher who taught in Navasota before, during, and after desegregation, what do you want your legacy to be? What would you like people

to remember most about you?

37. Is there anything you would like to add?

APPENDIX B

Telephone Contact Script

Good afternoon...

May I please speak with…?

How are you doing today?

Do you have a moment that I could speak with you?

I would really appreciate it. Thank you.

My name is Detra Johnson and I am a doctoral student at Texas A & M University.

And I am a former employee of Navasota ISD.

I would like your help with a research project that I am working on.

Is there a time and day that is convenient that I could come and meet you with you to talk about my project?

That sound like a great plan. I really appreciate your help and support.

And I look forward to seeing you soon.

Would you like my phone number just in case you need to change the day or time?

Thanks again and I will see you on… at…

Have a great day.

APPENDIX C

Interview Protocols

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

Project Title: The Way We Were: Voices of African American Teachers Before, During, and After Desegregation in a Southern Rural School District

You are invited to take part in a research study being conducted by Detra D. Johnson, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done? The purpose of this study is to explore African American female teachers' experiences and perspectives of their teaching after the implementation of a desegregation policy, to gain a deeper understanding of African American female teachers' processes of resiliency and characteristics of self-determination before, during, and after desegregation, and to validate and elaborate a new research model and to replicate the research finding of two previous studies

Why Am I Being Asked To Be In This Study?
You are being asked to be in this study because you were either a teacher or an administrator in the school district during the time period before, during and after desegregation.

How Many People Will Be Asked To Be In This Study?
Three people (participants) will be invited to participate in this study locally. Overall, a total of three people will be invited at three study centers in Navasota, Texas. However, a fourth participant may be possible added to the study if he/she may be identified.

What Are the Alternatives to being in this study?
No, the alternative to being in the study is not to participate

What Will I Be Asked To Do In This Study?
You will be asked to describe and discuss your recollections, perceptions, and memories surrounding desegregation (before, during, and after) in your school district. You will be engaged in the research on three separate visits for at least one hour over a three week period.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?
Yes, audio recording will be made during the study.
The researchers will take photographs and make an audio recording during the study so that the data gathered can be transcribed and analyzed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study. Indicate your decision below by initialing in the space provided.

DJ I give my permission for photographs and audio to be made of me during my participation in this research study.

Version Date: Page 1 of 3

_____ I do not give my permission for photographs and audio to be made of me during my participation in this research study.

Are There Any Risks To Me?
The things that you will be doing are no more/greater than risks than you would come across in everyday life. Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to. Only the PI will have access to the data that will be stored on an electronic database that is password protected.

Will There Be Any Costs To Me?
Aside from your time, there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?
You will not be paid for being in this study.

Will Information From This Study Be Kept Private?
The records of this study will be kept private (unless you provide your permission to use your name and photos). Otherwise, no identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Detra D. Johnson and Dr. Beverly J. Irby will have access to the records.

DJ
_____ I give my permission for my name to be included and likeness in photographs in this research study.

_____ I do not give my permission for my name to be included and likeness in photographs in this research study.

Information about you will be stored in locked file cabinet; computer files protected with a password. This consent form will be filed securely in an official area.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

You may contact the Principal Investigator, Dr. Beverly J. Irby, to tell her about a concern or complaint about this research at 936-862-2092 or beverly.irby@tamu.edu. You may also contact the student researcher, Detra D. Johnson at 2810684-9608 or ddjohnson@tamu.edu.

For questions about your rights as a research participant or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your relationship with Texas A&M University, school or colleagues. Any new information discovered about the research will be provided to you. This information could affect your willingness to continue your participation.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

Dorothy Jackson — Participant's Signature

5-4-15 — Date

Dorothy Jackson — Printed Name

5-4-15 — Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Detra Johnson — Signature of Presenter

May 4, 2015 — Date

Detra Johnson — Printed Name

May 4, 2015 — Date

Version Date:

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

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VJ

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VJ I give my permission for my name to be included and likeness in photographs in this research study.

_____ I do not give my permission for my name to be included and likeness in photographs in this research study.

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Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

You may contact the Principal Investigator, Dr. Beverly J. Irby, to tell her about a concern or complaint about this research at 936-862-2092 or beverly.irby@tamu.edu. You may also contact the student researcher, Detra D. Johnson at 2810684-9608 or ddjohnson@tamu.edu.

For questions about your rights as a research participant or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your relationship with Texas A&M University, school or colleagues. Any new information discovered about the research will be provided to you. This information could affect your willingness to continue your participation.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

Verdell Jessie — Participant's Signature

April 3, 2015 — Date

Verdell Jessie — Printed Name

April 3, 2015 — Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Detra Johnson — Signature of Presenter

April 3, 2015 — Date

Detra Johnson — Printed Name

April 3 2015 — Date

Version Date:

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

Project Title: The Way We Were: Voices of African American Teachers Before, During, and After Desegregation in a Southern Rural School District

You are invited to take part in a research study being conducted by Detra D. Johnson, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done? The purpose of this study is to explore African American female teachers' experiences and perspectives of their teaching after the implementation of a desegregation policy, to gain a deeper understanding of African American female teachers' processes of resiliency and characteristics of self-determination before, during, and after desegregation, and to validate and elaborate a new research model and to replicate the research finding of two previous studies

Why Am I Being Asked To Be In This Study?
You are being asked to be in this study because you were either a teacher or an administrator in the school district during the time period before, during and after desegregation.

How Many People Will Be Asked To Be In This Study?
Three people (participants) will be invited to participate in this study locally. Overall, a total of three people will be invited at three study centers in Navasota, Texas. However, a fourth participant may be possible added to the study if he/she may be identified.

What Are the Alternatives to being in this study?
No, the alternative to being in the study is not to participate

What Will I Be Asked To Do In This Study?
You will be asked to describe and discuss your recollections, perceptions, and memories surrounding desegregation (before, during, and after) in your school district. You will be engaged in the research on three separate visits for at least one hour over a three week period.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?
Yes, audio recording will be made during the study.
The researchers will take photographs and make an audio recording during the study so that the data gathered can be transcribed and analyzed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study. Indicate your decision below by initialing in the space provided.

DDJ I give my permission for photographs and audio to be made of me during my participation in this research study.

_____ I do not give my permission for photographs and audio to be made of me during my participation in this research study.

Are There Any Risks To Me?
The things that you will be doing are no more/greater than risks than you would come across in everyday life. Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to. Only the PI will have access to the data that will be stored on an electronic database that is password protected.

Will There Be Any Costs To Me?
Aside from your time, there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?
You will not be paid for being in this study.

Will Information From This Study Be Kept Private?
The records of this study will be kept private (unless you provide your permission to use your name and photos). Otherwise, no identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Detra D. Johnson and Dr. Beverly J. Irby will have access to the records.

DDJ I give my permission for my name to be included and likeness in photographs in this research study.

_____ I do not give my permission for my name to be included and likeness in photographs in this research study.

Information about you will be stored in locked file cabinet; computer files protected with a password. This consent form will be filed securely in an official area.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

You may contact the Principal Investigator, Dr. Beverly J. Irby, to tell her about a concern or complaint about this research at 936-862-2092 or beverly.irby@tamu.edu. You may also contact the student researcher, Detra D. Johnson at 2810684-9608 or ddjohnson@tamu.edu.

For questions about your rights as a research participant or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your relationship with Texas A&M University, school or colleagues. Any new information discovered about the research will be provided to you. This information could affect your willingness to continue your participation.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

Loretta Williams — Participant's Signature

3-30-15 — Date

Loretta Williams — Printed Name

3-30-15 — Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

Detra Johnson — Signature of Presenter

March 30, 2015 — Date

Detra Johnson — Printed Name

March 30, 2015 — Date

Version Date:

APPENDIX D

IRB Approval

DIVISION OF RESEARCH

Research Compliance and Biosafety

DATE: March 10, 2015

MEMORANDUM

TO: Beverly Irby, Ed,D,
TAMU - College Of Education - Educational Adm & Human Resource Develop

FROM: Dr. James Fluckey
Chair
Institutional Review Board

SUBJECT: Expedited Approval

Study Number: IRB2015-0061D

Title: The Way We Were: Voices of African American Teachers Before, During, and After Desegregation in a Southern Rural School District

Approval Date: 03/10/2015

Continuing Review Due: 02/01/2016

Expiration Date: 03/01/2016

Documents Reviewed and Approved:

Submission Components			
Study Document			
Title	Version Number	Version Date	Outcome
Detra Johnson 12.16.14 Proposal Defense 12.19	Version 1.0	02/11/2015	Approved
Script for recruitment	Version 1.0	02/11/2015	Approved
dr. polidore letter for consent appd p2 of 2 1.15.15	Version 1.0	01/29/2015	Approved
dr. polidore letter for consent appd p1 of 2 1.10.15	Version 1.0	01/29/2015	Approved
dr. taylor letter for consent appd p2 of 2 1.16	Version 1.0	01/29/2015	Approved
dr. taylor consent appd p1 of 2 1.16.15	Version 1.0	01/29/2015	Approved
interview questions	Version 1.0	01/29/2015	Approved
The Way We Were: Voices of African American Teachers Before, During, and After Desegregation in a Southern Rural School District	Version 1.1	03/10/2015	Approved

750 Agronomy Road, Suite 2701
1186 TAMU
College Station, TX 77843-1186
Tel. 979.458.1467 Fax. 979.862.3176
http://rcb.tamu.edu

Document of Consent: Written consent in accordance with 45 CF 46.116/ 21 CFR 50.27

Comments: This study has been approved.

This research project has been approved. As principal investigator, you assume the following responsibilities:

1. **Continuing Review:** The protocol must be renewed by the expiration date in order to continue with the research project. A Continuing Review application along with required documents must be submitted by the continuing review deadline. Failure to do so may result in processing delays, study termination, and/or loss of funding.
2. **Completion Report:** Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB.
3. **Unanticipated Problems and Adverse Events:** Unanticipated problems and adverse events must be reported to the IRB immediately.
4. **Reports of Potential Non-compliance:** Potential non-compliance, including deviations from protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol must be requested by submitting an Amendment to the IRB for review. The Amendment must be approved by the IRB before being implemented.
6. **Consent Forms:** When using a consent form or information sheet, you must use the IRB stamped approved version. Please log into iRIS to download your stamped approved version of the consenting instruments. If you are unable to locate the stamped version in iRIS, please contact the office.
7. **Audit:** Your protocol may be subject to audit by the Human Subjects Post Approval Monitor. During the life of the study please review and document study progress using the PI self-assessment found on the RCB website as a method of preparation for the potential audit. Investigators are responsible for maintaining complete and accurate study records and making them available for inspection. Investigators are encouraged to request a pre-initiation site visit with the Post Approval Monitor. These visits are designed to help ensure that all necessary documents are approved and in order prior to initiating the study and to help investigators maintain compliance.
8. **Recruitment**: All approved recruitment materials will be stamped electronically by the HSPP staff and available for download from iRIS. These IRB-stamped approved documents from iRIS must be used for recruitment. For materials that are distributed to potential participants electronically and for which you can only feasibly use the approved text rather than the stamped document, the study's IRB Protocol number, approval date, and expiration dates must be included in the following format: TAMU IRB#20XX-XXXX Approved: XX/XX/XXXX Expiration Date: XX/XX/XXXX.
9. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the FERPA administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA). The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.
10. **Food:** Any use of food in the conduct of human subjects research must follow Texas A&M University Standard Administrative Procedure 24.01.01.M4.02.
11. **Payments:** Any use of payments to human subjects must follow Texas A&M University Standard Administrative Procedure 21.01.99.M0.03.

This electronic document provides notification of the review results by the Institutional Review Board.

APPENDIX E

Script for Recruitment

My name is Detra Johnson and I am a doctoral in the Educational Administration program at Texas A & M University in College Station, Texas student looking for African American female teachers who taught in Navasota Independent School District during the desegregation process of the school district. In my studies at Texas A & M and through my professional experience as a Director of Curriculum, Instruction, and Special Programs, I have taken an interest in the school policy of desegregation and what African American female teachers' experiences were during desegregation This contact serves as a formal invitation to take part in a qualitative research study about the examination of African American female teachers' experiences and perspectives during the desegregation and integration process in Navasota. You are being invited to participate in this research study because you were a classroom teacher in the school district during the desegregation implementation and process.

Your participation in this research study will involve two separate interview sessions that will be conducted in a mutually convenient location in or near your home. Interviews will be digitally audio recorded. The questions will be open ended in nature. Confidentiality of responses will be respected at all times. To ensure accuracy, all transcripts of the individual interviews will be sent back to or reviewed during a third interview, the participant, to verify validity.

For the purposes of this study, only the researcher will have access to the data, which will be stored under lock and key in the researcher's office and will be maintained for a minimum of seven years. As the participants, will be identified in the final product by an alias to ensure confidentiality, if you so wish. Possible risks of participation in this study are minimal and may include an invasion of privacy or a breach of confidentiality. The benefits to participating in this study include future development of successful professional development training and teacher training to attract, recruit, hire, and retain African American teachers. There is no compensation for this study.

If you choose to participate, you will be asked to sign an Informed Consent waiver to the Interview Sessions. If you need clarification or have questions regarding the study, please feel free to call me at (281) 684-9608 or Dr. Beverly J. Irby, professor and research advisor at (979) 862-2092.

Any concerns with this research may be addressed to the Office of Research and Sponsored Programs, Texas A & M University at (979) 458-4067.

APPENDIX F

Polidore Research Permission and Consent

TEXAS A&M UNIVERSITY

Detra Johnson <ddjohnson@tamu.edu>

Research Permission Request
3 messages

Detra Johnson <ddjohnson@tamu.edu> Sat, Jan 10, 2015 at 12:25 PM
To: epolidore@lcisd.org
Cc: ddjohnson@tamu.edu

Dr. Polidore,

I am sending you this letter because I am currently a doctoral candidate in Educational Administration at Texas A & M University. Dr. Beverly Irby is my dissertation chair and advisor. For my dissertation, I am planning to conduct a qualitative research project for the purpose of understanding the characteristics of resiliency and determining the characteristics of self-determination that influenced the retention and career longevity of African American female educators in the South. Basically, my study will attempt to determine how African American teachers were resilient and self-determined to continue their careers in education despite possible adversities present during the desegregation transition and process.

My study will replicate the previous research and study that you conducted in 2004. I would like to use the Resilience Theory that you developed as one of the theoretical frameworks for my dissertation. Therefore, I am seeking your permission to reprint and/or adapt the graphic conceptualization of your model. In addition, I am requesting to use the 34 question interview protocol as part of my research instrument for data collection.

Dr. Irby, my dissertation chair, and I are extremely excited about the contributions of your work and my study along with the potential recommendations and implications for career longevity and teacher retention, particularly of African American teachers.

Your consideration and support of my request will be greatly appreciated. Please provide your written response to my request via email (ddjohnson@tamu.edu or ddjohnsemail@yahoo.com) or via fax (979-458-0192 and 832-777-0957).

If you have any questions or need further information, please contact me at 281-684-9608 or 979-862-4407. I look forward to hearing from you soon.

Sincerely,

Detra Johnson

Doctoral Candidate

Texas A & M University

440 Harrington Tower

4225 TAMU

College Station, Texas 77843-4225

Ellene Polidore <epolidore@lcisd.org> Mon, Jan 12, 2015 at 9:07 AM
To: Detra Johnson <ddjohnson@tamu.edu>

Yes! I would love to see your research when it is done. You have my permission and I would enjoy writing a follow up article with you once you have graduated. Mrs. Bradley just passed away a few months ago. She would have been so proud. Tell Dr. Irby I said hello!

Best Regards,

Dr. Ellene Polidore

From: Detra Johnson <ddjohnson@tamu.edu>
Sent: Saturday, January 10, 2015 12:25 PM
To: Ellene Polidore
Cc: ddjohnson@tamu.edu
Subject: Research Permission Request

[Quoted text hidden]

Detra Johnson <ddjohnson@tamu.edu> Mon, Jan 12, 2015 at 9:22 AM
To: Ellene Polidore <epolidore@lcisd.org>

Howdy!

Thank you so much for willing to share. And of course, I would love for us to write together. I know that it will be a great piece. Sorry to hear about the lost of Mrs. Bradley. It is sad when we lose such great history. Dr. Irby told me to tell you hello as well. And I will give her your greetings.

Could you please share your personal email address and phone number with me? I will need it for my records.

I appreciate your support and look forward to working with you in the future.

Sincerely,

Detra
[Quoted text hidden]

APPENDIX G

Taylor Research Permission and Consent

Detra D. Johnson
10719 Criswell Dr.
Humble, Texas 77396

January 9, 2015

Dr. Janice L. Taylor
Klein Independent School District
Executive Director in Human Resource Services
7200 Spring Cypress Road
Klein, Texas 77379

Dr. Taylor,

I am sending you this letter because I am currently a doctoral candidate in Educational Administration at Texas A & M University. Dr. Beverly Irby is my dissertation chair and advisor. For my dissertation, I am planning to conduct a qualitative research project for the purpose of understanding the characteristics of resiliency and determining the characteristics of self-determination that influenced the retention and career longevity of African American female educators in the South. Basically, my study will attempt to determine how African American teachers were resilient and self-determined to continue their careers in education despite possible adversities present during the desegregation transition and process.

My study will replicate the previous research and study that you conducted in 2009. I would like to use the adapted model of the Resilience Theory that you developed as one of the theoretical frameworks for my dissertation. Therefore, I am seeking your permission to reprint and/or adapt the graphic conceptualization of the adapted Resilience Theory Model that you developed from Dr. Ellene Polidore's model. In addition, I am requesting to use of your 45 question interview protocol as part of my research instrument for data collection.

Dr. Irby, my dissertation chair, and I are extremely excited about the contributions of your work and my study along with the potential recommendations and implications for career longevity and teacher retention, particularly of African American teachers.

Your consideration and support of my request will be greatly appreciated. Please provide your written response to my request via email (ddjohnson@tamu.edu or ddjohnsemail@yahoo.com) or via fax (979-458-0192 and 832-777-0957).

If you have any questions or need further information, please contact me at 281-684-9608 or 979-862-4407. I look forward to hearing from you soon.

Sincerely,

Detra Johnson

Doctoral Candidate
Texas A & M University
440 Harrington Tower/4225 TAMU
College Station, Texas 77843-4225

APPPENDIX G
Taylor Research Permission and Consent

TEXAS A&M

Detra Johnson <ddjohnson@tamu.edu>

Research Permission Request

Taylor, Janice <jtaylor@kleinisd.net>
To: Detra Johnson <ddjohnson@tamu.edu>

Fri, Jan 16, 2015 at 2:55 PM

Detra,

Please find attached my permission letter per your request. Please let me know if I can be of further assistance.

Be well!

Janice L. Taylor, Ed.D.

Executive Director

Human Resource Services

Klein Independent School District

Direct: 832.249.4225

Facsimile: 832.249.4222

Email: jtaylor@kleinisd.net

From: Detra Johnson [mailto:ddjohnson@tamu.edu]
Sent: Friday, January 16, 2015 2:26 PM
To: taylorejl1@stthom.edu; janiceltaylor54@msn.com; Taylor, Janice
Subject: Research Permission Request

[Quoted text hidden]

January 18 2015 Permission.docx
12K

January 16, 2015

Dear Ms. Johnson,

I am granting you permission to reprint and/or adapt the graphic conceptualization of the adapted Resilience Theory Model that I developed from Dr. Ellene Polidore's model. In addition, I am granting you permission to use my 45-question research instrument for the purpose of data collection.

I wish you all the best in completing your dissertation.

Sincerely,

Janice L. Taylor, Ed.D.